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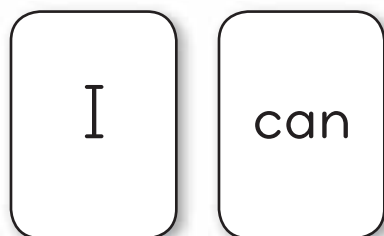
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What's New?

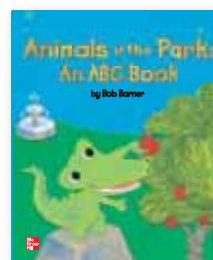
The Alphabet



Words to Know



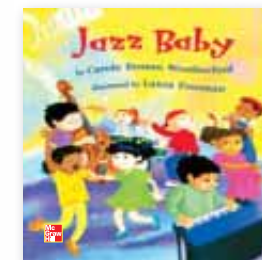
Listen and Read



Week 1



Week 2



Week 3

B

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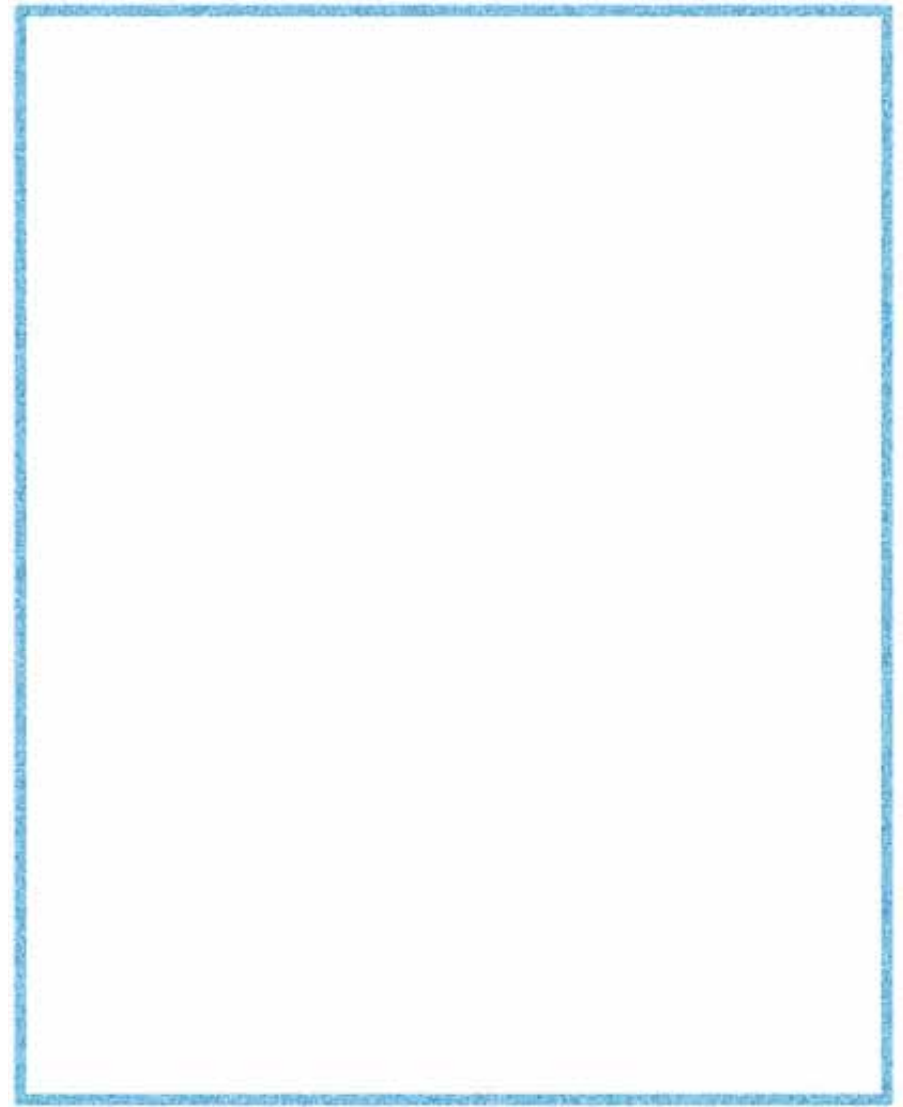


At Home:

Use the cover of the Activity Book to talk about what you and your child see.

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Name _____



Respond to the Big Book: *Animals in the Park: An ABC Book*
Name the animals. Then draw another animal from the story.



At Home:

Ask your child to name each animal and the animal he or she drew.



I



run



I



read



I



eat

High-Frequency Word: *I*

- 🍏 Read the sentence: *I run.*
- ★ Read the sentence: *I read.*
- 🌲 Read the sentence: *I eat.*



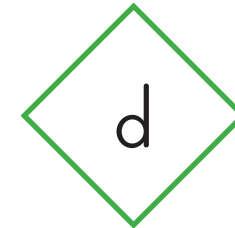
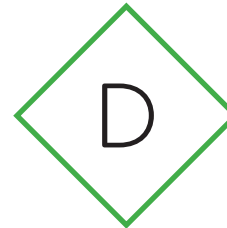
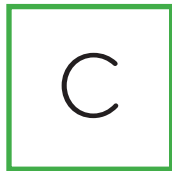
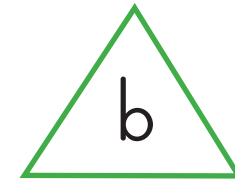
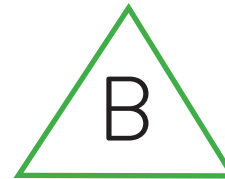
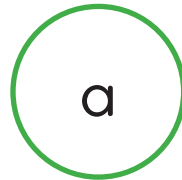
At Home:

Ask your child to read the sentences aloud.

Name _____



A B C D E F G H I J K L M N O P Q R S T U V W X Y Z



a b c d e f g h i j k l m n o p q r s t u v w x y z

Letter Recognition: Aa - Dd

Name each letter. Draw a line to connect the capital and lowercase forms of the same letter.

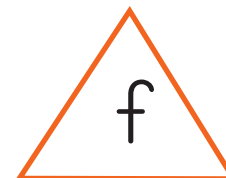
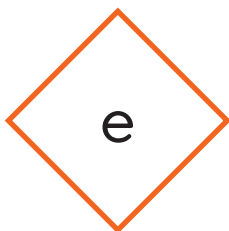
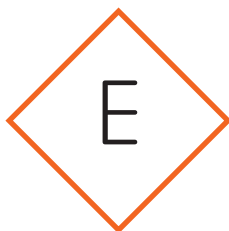


At Home:

Ask your child to name each pair of letters.



A B C D E F G H I J K L M N O P Q R S T U V W X Y Z



a b c d e f g h i j k l m n o p q r s t u v w x y z

Letter Recognition: Ee - Hh

Name each letter. Draw a line to connect the capital and lowercase forms of the same letter.



At Home:

Ask your child to name each pair of letters.

Name _____



Respond to the Big Book: *Hands Can*

Tell what the children in the pictures are doing with their hands.
Draw a picture that shows something you can do with your hands.



At Home:

Ask your child to tell you about each picture.



I can



I can



I can



High-Frequency Word: can

- 🍏 Read the sentence: *I can run.*
- ★ Read the sentence: *I can read.*
- 🌲 Read the sentence: *I can eat.*



At Home:

Ask your child to read the sentences aloud.

Name _____



A B C D E F G H I J K L M N O P Q R S T U V W X Y Z



I

i



J

j



K

k



L

l



M

m



N

n

a b c d e f g h i j k l m n o p q r s t u v w x y z

Letter Recognition: *Ii - Nn*

Name each letter. Draw a line to connect the capital and lowercase forms of the same letter.

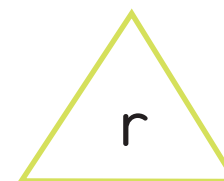
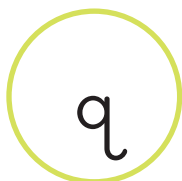
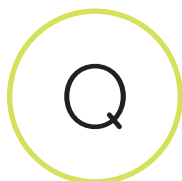
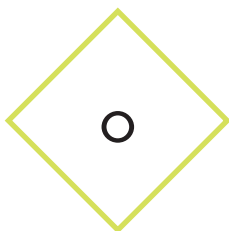
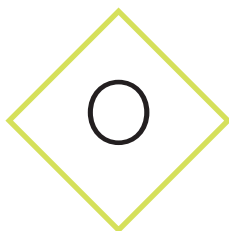


At Home:

Ask your child to name each pair of letters.



A B C D E F G H I J K L M N O P Q R S T U V W X Y Z



a b c d e f g h i j k l m n o p q r s t u v w x y z

Letter Recognition: Oo - Rr

Name each letter. Draw a line to connect the capital and lowercase forms of the same letter.



At Home:

Ask your child to name each pair of letters.

Name _____



Respond to the Big Book: *Jazz Baby*

Talk about what you see. Color the piano red. Color the drums yellow. Color the horn blue.



At Home:

Ask your child to point to and name each musical instrument.



I can



eat



I can



brush



I can



sleep

High-Frequency Words: *I, can*

- 🍏 Read the sentence: *I can eat.*
- ★ Read the sentence: *I can brush.*
- 🌲 Read the sentence: *I can sleep.*



At Home:

Ask your child to read the sentences aloud.

Name _____



A B C D E F G H I J K L M N O P Q R S T U V W X Y Z



S

s



T

t



U

u



V

v



W

w



X

x

a b c d e f g h i j k l m n o p q r s t u v w x y z

Letter Recognition: Ss - Xx

Name each letter. Draw a line to connect the capital and lowercase forms of the same letter.

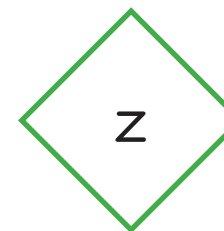
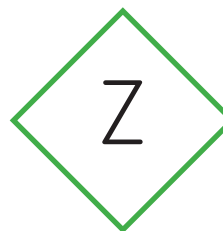
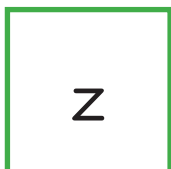
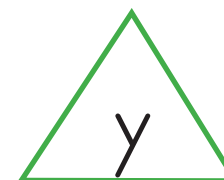
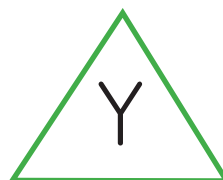
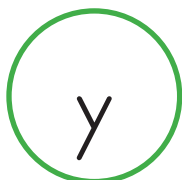


At Home:

Ask your child to name each pair of letters.



A B C D E F G H I J K L M N O P Q R S T U V W X Y Z



a b c d e f g h i j k l m n o p q r s t u v w x y z

Letter Recognition: Yy - Zz

Name each letter. Draw a line to connect the capital and lowercase forms of the same letter.



At Home:

Ask your child to name each pair of letters.

Name _____



I can



sleep

.

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High-Frequency Words: *I, can*
Read the book aloud to a partner.



Take Home Book:
Ask your child to read
the book aloud to you.

I Can!



I can



eat

.



I can



brush

.



I can



read

.



Draw a picture of you and your family.



B

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At Home:

Use the cover of the Activity Book to talk about vocabulary words: *big, small, short, tall*.

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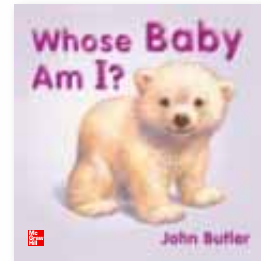
Name _____

What's New?

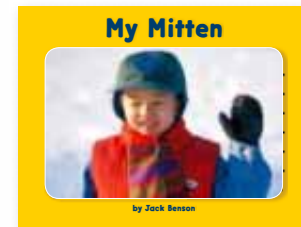
Letter to Know



Listen and Read



Big Book



Pre-decodable Reader

Word to Know

we





Mm



Mm



mop



moon



man



map



mat



mouse

Phonics: /m/m

Say the name of each picture. Write the letter that stands for the /m/ sound you hear at the beginning of the word. Repeat the names aloud.



At Home:

Ask your child to name each picture and its beginning letter and sound.

Name _____



Comprehension: Make Predictions *Whose Baby Am I?*

Cut out the animals. Match each baby animal with the adult animal you think it will grow into.



At Home:

Ask your child to tell you why he or she matched each baby animal with the adult animal.



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Comprehension: Make Predictions *Whose Baby Am I?*

Cut out the animal figures. Match each baby animal with the adult animal you think it will grow into.



At Home:

Ask your child to tell you why he or she matched each baby animal with the adult animal.

Name _____



We can



eat

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High-Frequency Word: we

Read the book aloud to a partner.
Reread for fluency.



Take Home Book:

Ask your child to read
the book aloud to you.

We Can



We can



sweep



We can  .
rake



We can  .
paint

Name _____



Phonemic Awareness: /m/

Look at the picture. Say the name of each item. Circle the item if its name begins with the same sound you hear at the beginning of *moon*.



At Home:

Ask your child to point to and name all the items in the picture that begin with the same sound as *moon*.



Mm



Mm



m



Phonics: /m/m

Say the name of each picture. Circle each picture whose name begins with the same sound as *monkey*. Write the letter.



At Home:

Ask your child to name each picture on the page that begins with the same sound as *monkey*.

Name _____



Comprehension: Make Predictions

Look at the top picture. Then draw a line to the picture below that shows what might happen next.



At Home:

Ask your child to tell a story about the pictures.



















Phonics: /m/m

Say the name of each picture. Write the letter below the picture if its name begins with the /m/ sound.



At Home:

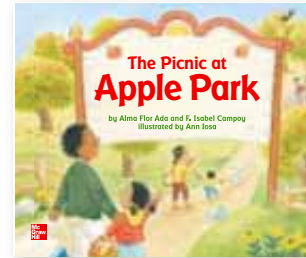
Ask your child to name each picture and then point out and say each word that begins with the letter *m*.

What's New?

Letter to Know



Listen and Read

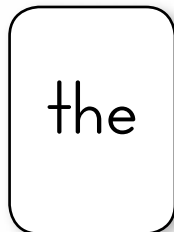


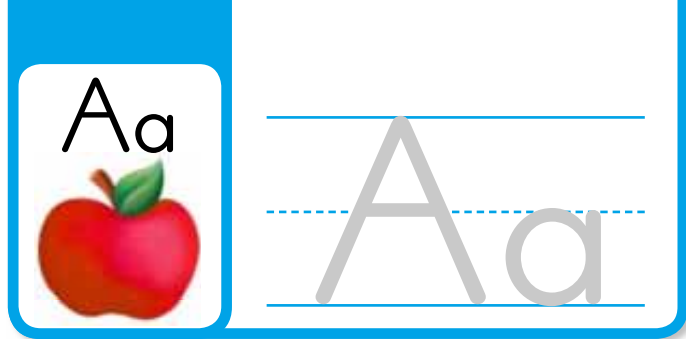
Big Book



Pre-decodable Reader

Word to Know





ant



anchor



ax



apple



ambulance

Phonics: /a/a

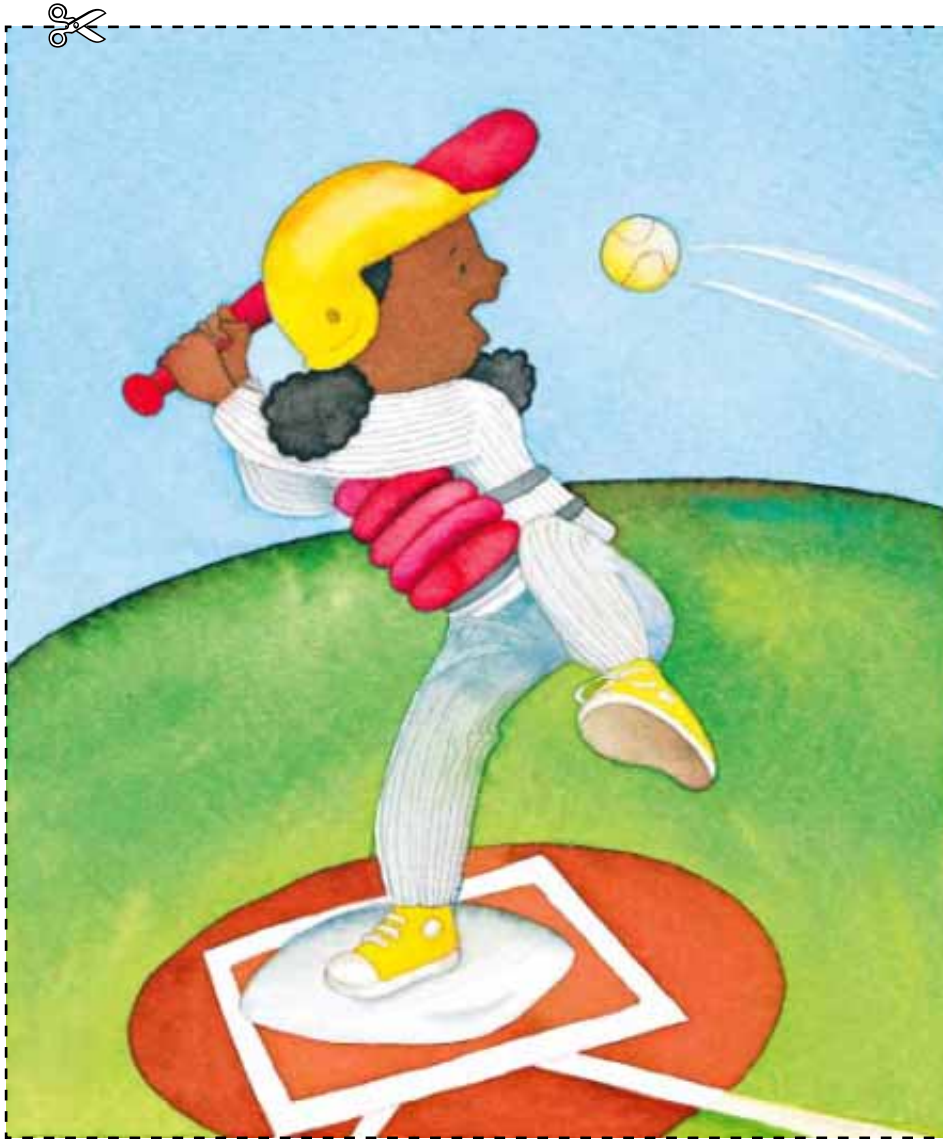
Say the name of each picture. Write the letter that stands for the /a/ sound you hear at the beginning of the word. Repeat the names aloud.



At Home:

Ask your child to name each picture and its beginning letter and sound.

Name _____



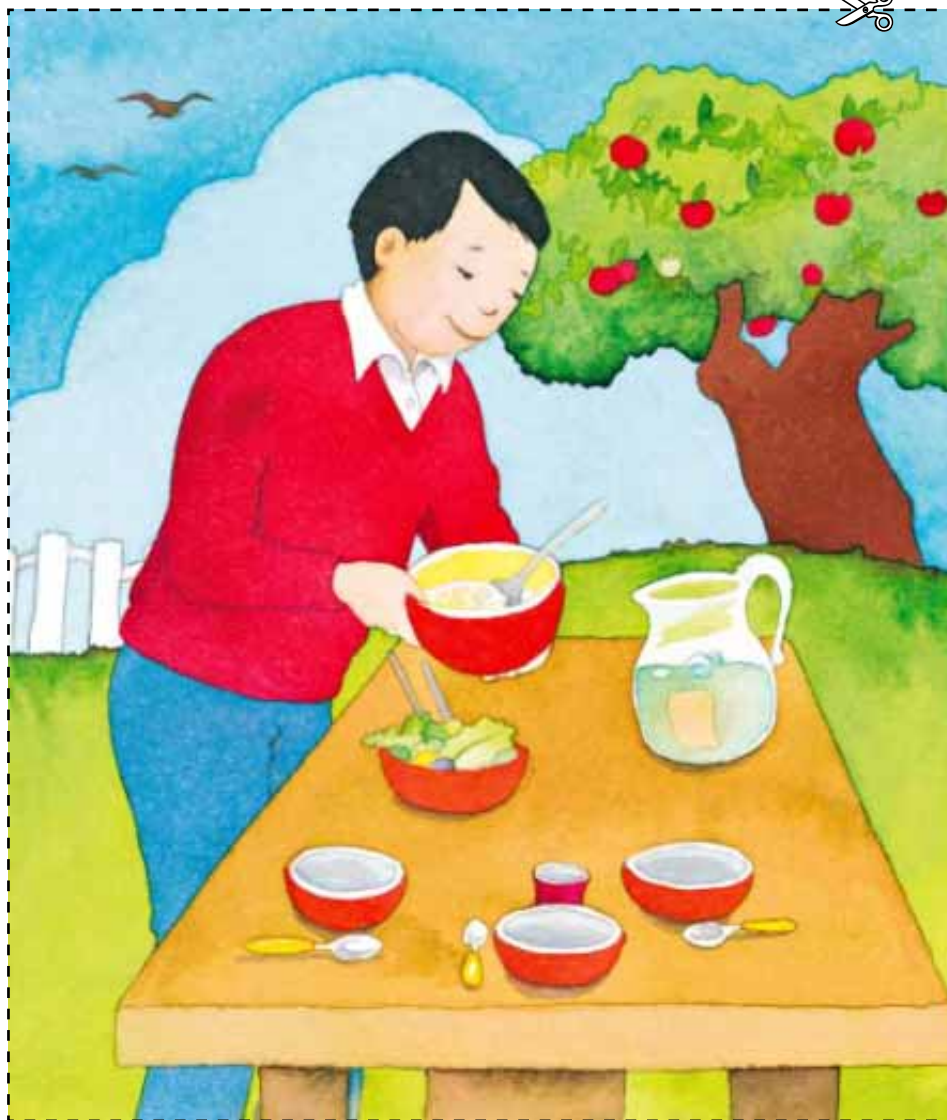
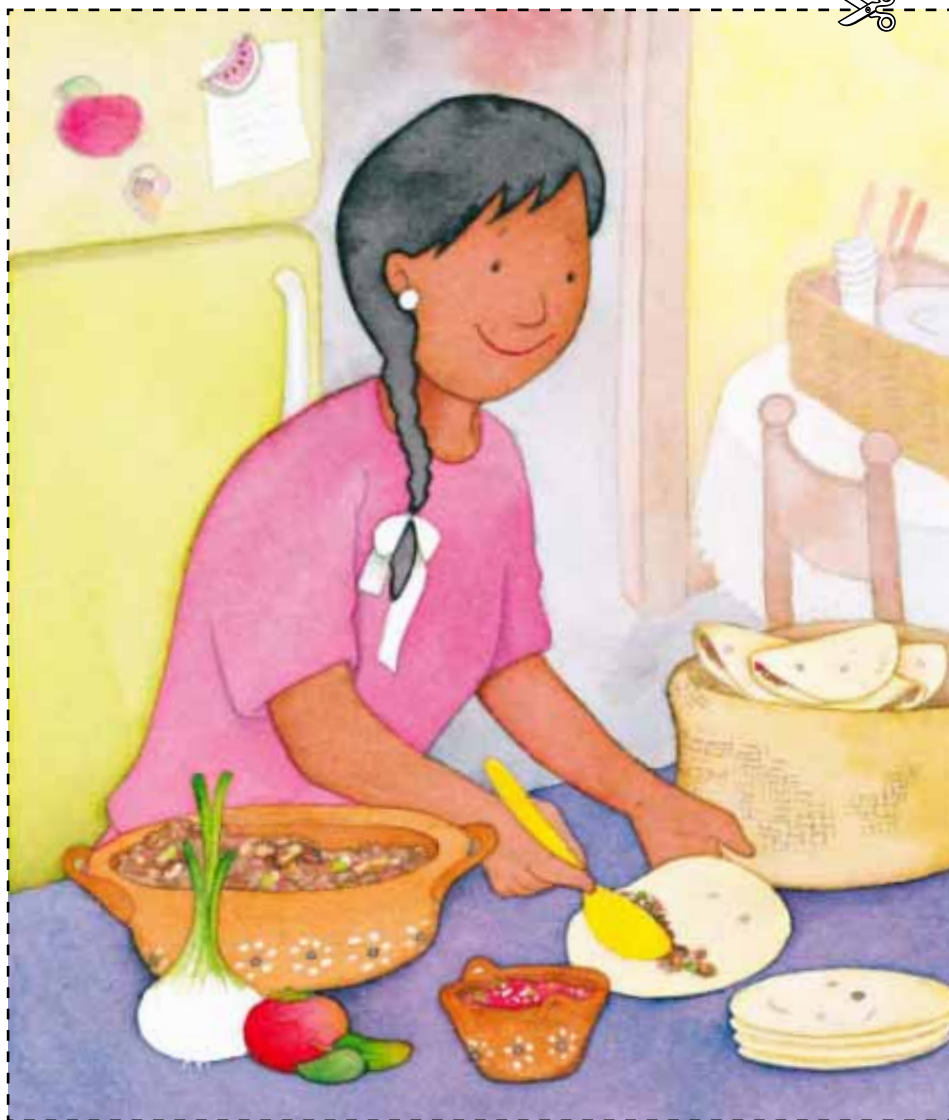
Comprehension: Setting *The Picnic at Apple Park*

Cut out the characters. Glue them on craft sticks. Use them to tell about the setting in the story.



At Home:

Ask your child to tell you about a setting in the story, *The Picnic at Apple Park*.



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Comprehension: Setting *The Picnic at Apple Park*

Cut out the characters. Glue them on craft sticks. Use them to tell about the setting in the story.



At Home:

Ask your child to tell you about a setting in the story, *The Picnic at Apple Park*.

Name _____



I



see

the



dog

.

High-Frequency Word: the

Read the book aloud to a partner.
Reread for fluency.



At Home:

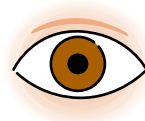
Ask your child to read
the book aloud to you.

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The



I



see

the

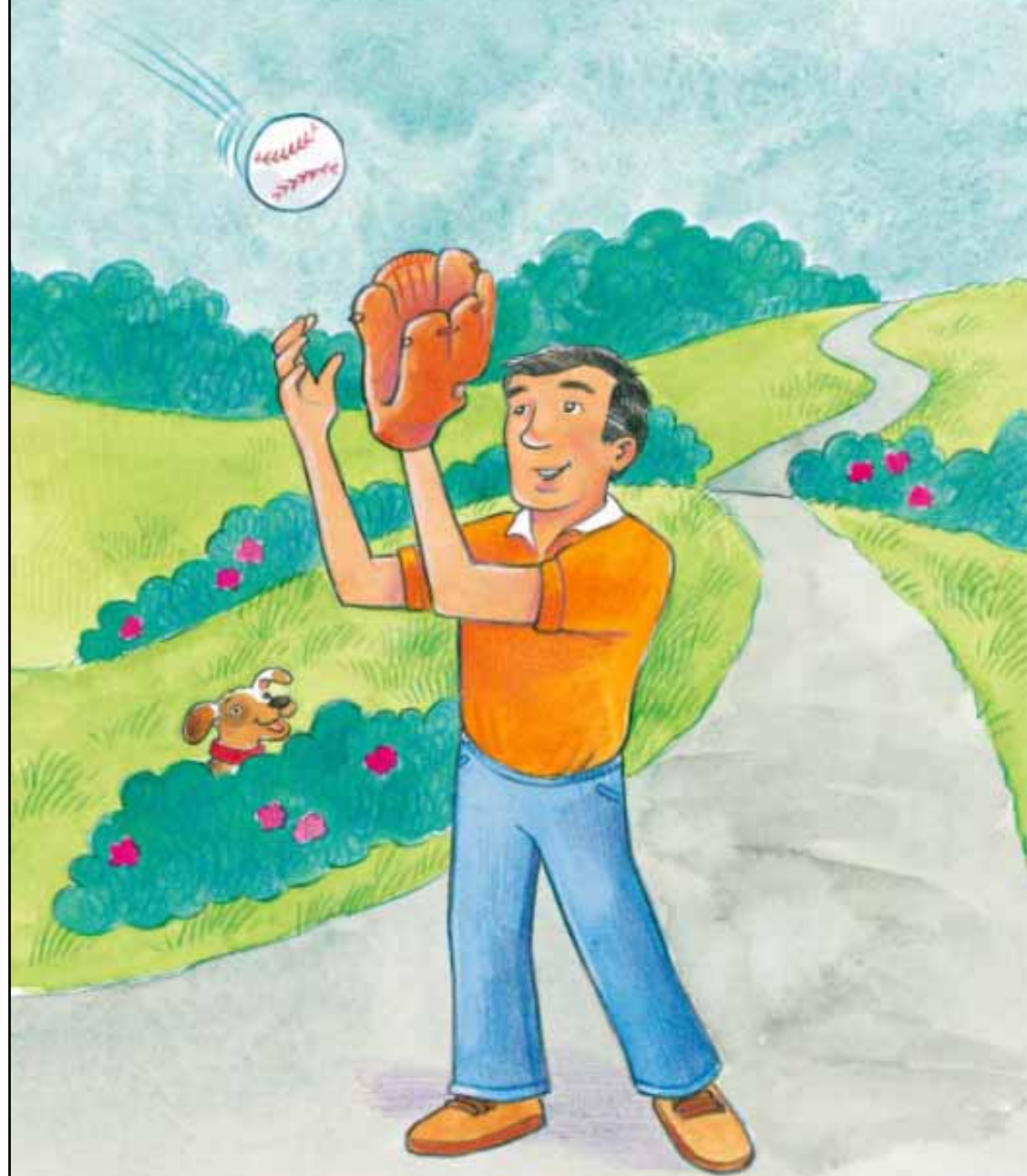


baseball

.



I  see the  bat .



I  see the  mitt .

Name _____



Phonemic Awareness: /a/

Look at the picture. Say the name of each item. Circle the item if its name begins with the same sound you hear at the beginning of *astronaut*.



At Home:

Ask your child to point to and name all the items in the picture that begin with the same sound as *astronaut*.



am
→



I

am



happy

•



I



sad

•



I



mad

•

Phonics: Blending *am*

Blend the sounds and say the word. Read the sentence. Write the word.
Read the sentence again.



At Home:

Ask your child to read the sentences aloud.

Name _____



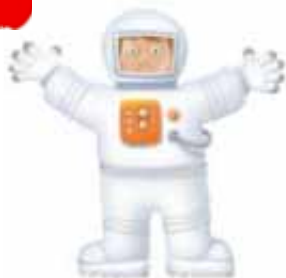
Comprehension: Setting

- ♥ Look at each picture. Circle the picture that shows a family at home.
- ★ Look at each picture. Circle the picture that shows children at school.



At Home:

Ask your child to tell where the people are and what they are doing in each picture.



















Phonics: /a/a

Say the name of each picture. Write the letter below the picture if its name begins with the /a/ sound.

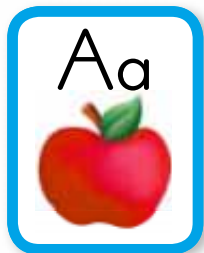


At Home:

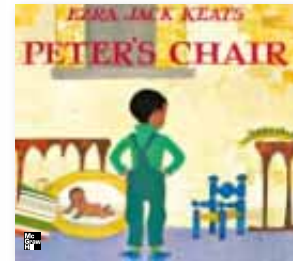
Ask your child to name each picture and then point out and say each word that begins with the letter *a*.

What's New?

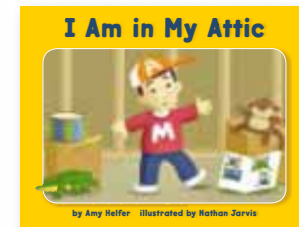
Letters to Know



Listen and Read



Read-Aloud
Trade Book



Pre-decodable Reader

Words to Know

we

the





Mm



Mm



m



Phonics: /m/m

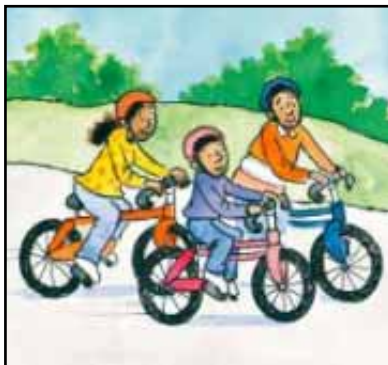
Say the name of each picture. Circle each picture whose name begins with the same sound as *monkey*. Write the letter.



At Home:

Ask your child to name each picture on the page that begins with the same sound as *monkey*.

Name _____



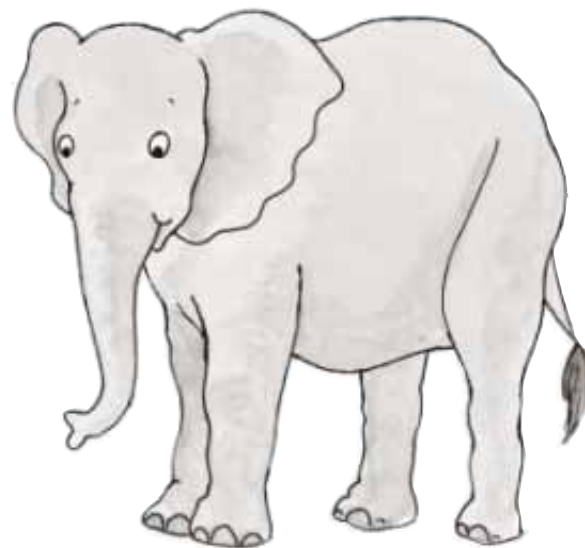
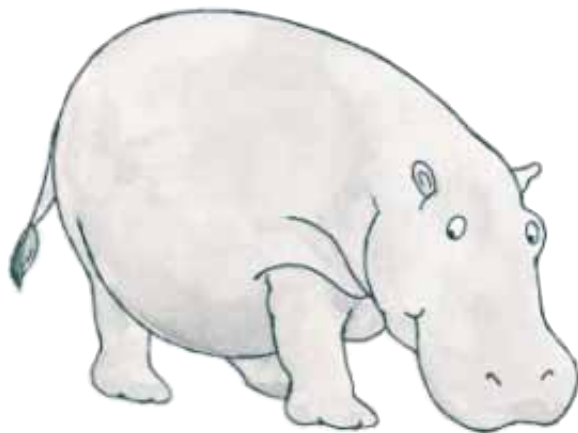
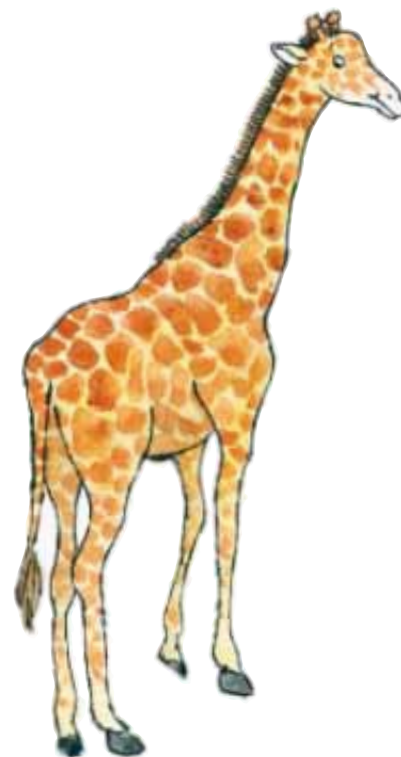
Comprehension: Make Predictions

Look at the top picture. Draw a line to the picture below that shows what might happen next.



At Home:

Ask your child to tell you a story about the pictures.



Vocabulary: *big, small, short, tall*

♥ Circle the animal that is tall. Draw a line under the animals that are short. ★ Circle the animal that is small. Draw a line under the animals that are big.



At Home:

Ask your child to talk about the size of each animal.

Name _____



The  can!

duck

High-Frequency Words: we, the
Read the book aloud to a partner.
Reread for fluency.



Take Home Book:
Ask your child to read
the book aloud to you.

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Can We?



Can we?



We can!



Can the



duck

?

Name _____

Aa



Aa



a



Phonics: /a/a

Say the name of each picture. Circle each picture whose name begins with the same sound as *apple*. Write the letter.



At Home:

Ask your child to name each picture on the page that begins with the letter *a*.



am



Am

I



sad

?



I



happy

.



I

.

Phonics: Blending *am*

- ★ Blend the sounds and say the word. Read the sentence. Write the word.
- ✪ Write the word *am* and your name to complete the sentence. Read the sentence again.



At Home:

Ask your child to read the sentences aloud.

Name _____



Comprehension: Make Predictions

Look at the top picture. Then draw a line to the picture below that shows what might happen next.



At Home:

Ask your child to tell a story about the pictures.



Name _____



















Phonics: /m/m, /a/a

Say the name of each picture. Then write the letter that stands for the sound you hear at the beginning of the word.



At Home:

Ask your child to name each picture and its beginning letter and sound.

ISBN 0-02-192106-7



K-1



Draw a picture of you and a friend.



B

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At Home:

Use the cover of the Activity Book to talk about vocabulary words: *red, yellow, blue.*

Illustrator credits: cvr: Anton Petrov. 2-3: Claudine Gevry. 5: Michael Grejniec. 6: Steve Henry. 7-8: Mircea Catusanu. 9: Viviana Garofoli. 10: Margeaux Lucas. 11-12: Nathan Jarvis. 13: Claudine Gevry. 19-20: Esther Szegedy. 21-22: Nathan Jarvis. 23: Claudine Gevry. 25-26: Lisa John Clough. 27-28: David Clar. 29-30: Sachiko Yoshikawa. 31-32: Nathan Jarvis.

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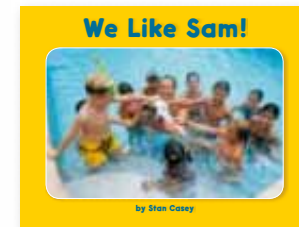
Letter to Know



Listen and Read

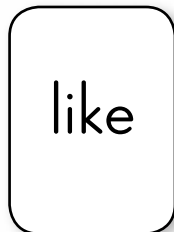


Big Book



Pre-decodable Reader

Word to Know





s o a p



S a m



6

i x



e a l



a d



o c k

Phonics: /s/s

Say the name of each picture. Write the letter that stands for the /s/ sound you hear at the beginning of the word. Repeat the names aloud.



At Home:

Ask your child to name each picture and its beginning letter and sound.

Name _____



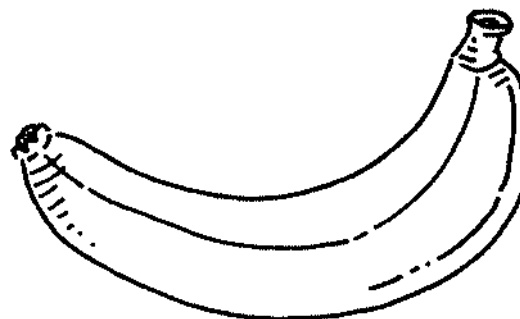
Comprehension: Character *What Do You Like?*

Look at the picture and point to each character. Who are they? What are the characters doing that is the same? What about the characters is different?



At Home:

Ask your child to tell you what the characters enjoy doing in the story, *What Do You Like?*



Vocabulary: Color Words

Name the color. Color each picture to match the color of the crayon.



At Home:

Ask your child to name each color.

Name _____



I like



alligators.

High-Frequency Word: like

Read the book aloud to a partner.
Reread for fluency.



Take Home Book:

Ask your child to read
the book aloud to you.

©Macmillan/McGraw-Hill

I Like



I like



soup.



I like  .
socks



I like  .
milk

Name _____



Phonemic Awareness: /s/

Look at the picture. Say the name of each item. Circle the item if its name begins with the same sound you hear at the beginning of *sun*.



At Home:

Ask your child to point to and name the items in the picture that begin with the same sound as *sun*.



Sam



I am

Sam

.



I like

.



We like

.

Phonics: Blending s

Blend the sounds and say the word. Read the sentence. Write the word.
Read the sentence again.



At Home:

Ask your child to read the sentences aloud.

Name _____



Comprehension: Character

- ♥ Look at the pictures. Circle the picture that shows the boy being a friend.
- ★ Look at the pictures. Circle the picture that shows the girl being helpful.



At Home:

Ask your child to tell you what the children are doing in each picture.







Phonics: /s/s

Say the name of each picture. Write the letter below the picture if its name begins with the /s/ sound.



At Home:

Ask your child to name each picture and then point out and say each word that begins with the letter s.

What's New?

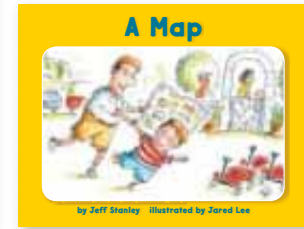
Letter to Know



Listen and Read

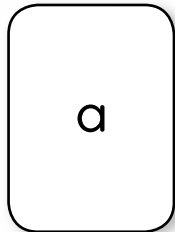


Big Book



Pre-decodable Reader

Word to Know





pin



Pam



pie



pen



pot



pan

Phonics: /p/p

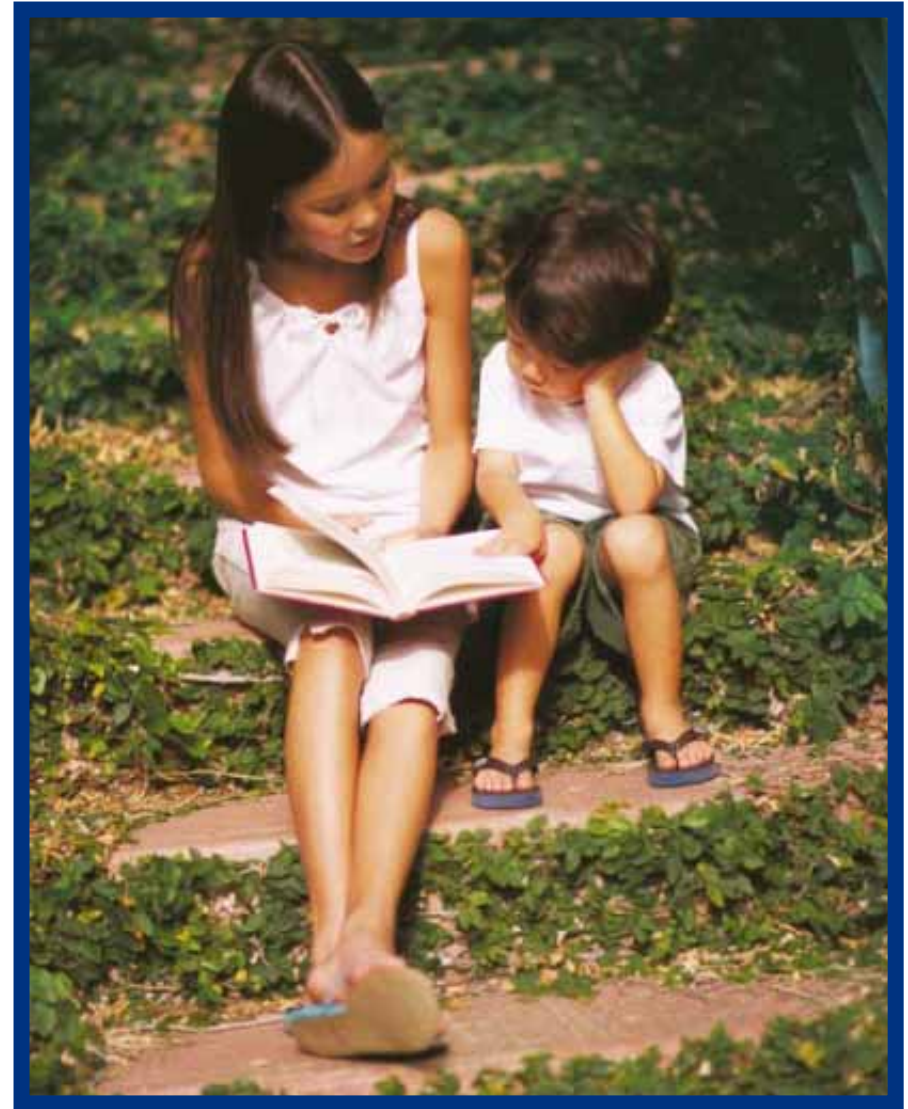
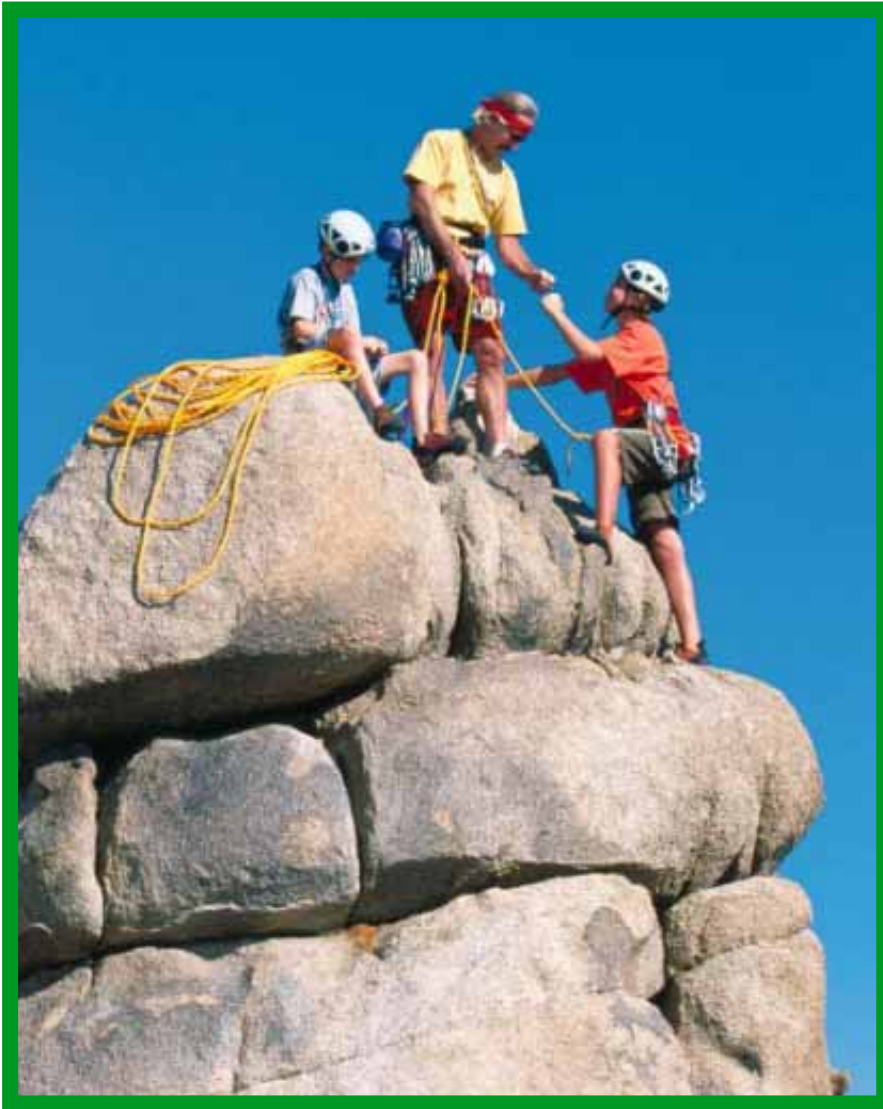
Say the name of each picture. Write the letter that stands for the /p/ sound you hear at the beginning of the word. Repeat the names aloud.



At Home:

Ask your child to name each picture and its beginning letter and sound.

Name _____



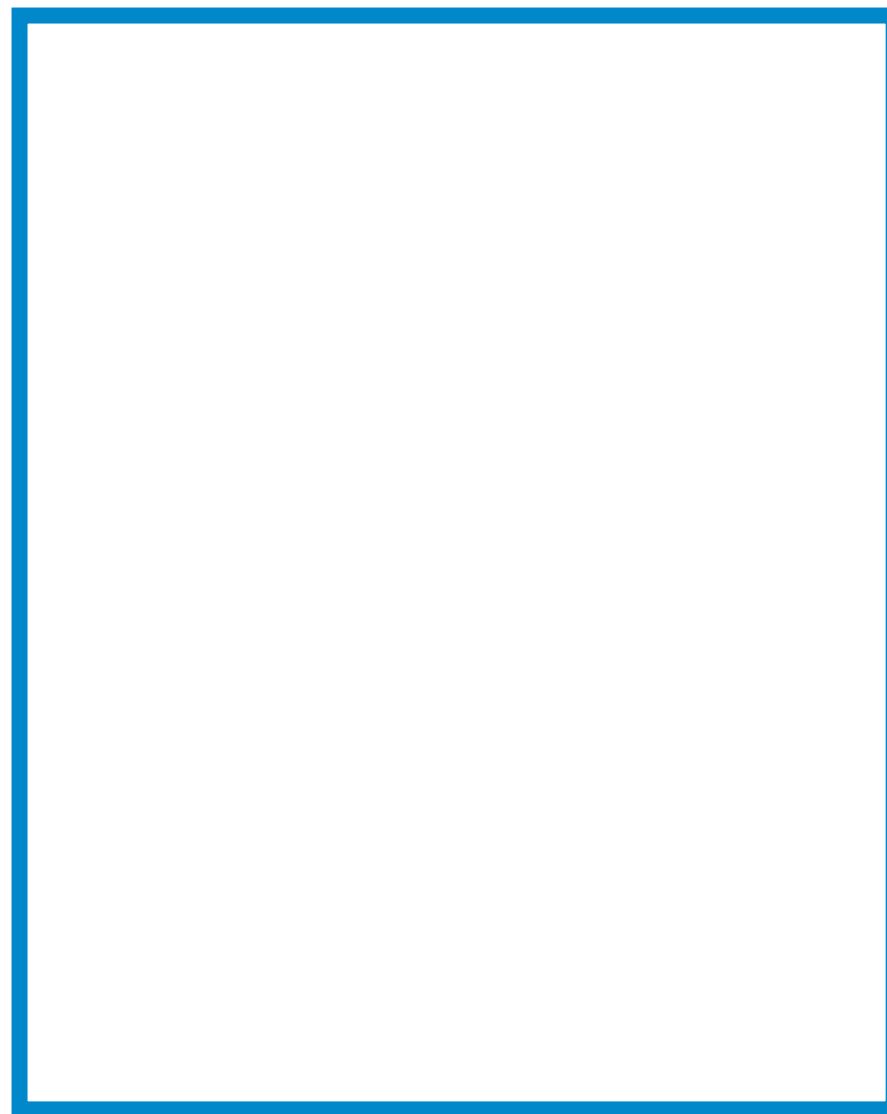
Comprehension: Compare and Contrast *Friends All Around*

Look at each picture and tell what the friends are doing. What are the friends doing in each picture that is the same? What are the friends doing that is different?



At Home:

Ask your child to tell you what is happening in each picture.



Comprehension: Compare and Contrast *Friends All Around*

Look at the picture and tell what the friends are doing. Draw a picture of something you like to do with a friend. Tell how it is the same or different from the picture shown.



At Home:

Ask your child to tell you ways he or she and a friend are alike and different from the characters in the story.

Name _____



I am a  .
frog

High-Frequency Word: a

Read the book aloud to a partner.
Reread for fluency.



Take Home Book:

Ask your child to read
the book aloud to you.

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I Am



I am a  .
bird



I am a  .
chick



I am a  .
rose

Name _____



Phonemic Awareness: /p/

Look at the picture. Say the name of each item. Circle the item if its name begins with the same sound you hear at the beginning of *pineapple*.



At Home:

Ask your child to point to and name the items in the picture that begin with the same sound as *pineapple*.



Pam sap map



Pam

Pam



sap



map



Phonics: Blending p

Blend the sounds and say the word. Write the word. Circle the picture that goes with the word. Say the word again.



At Home:

Ask your child to blend the sounds to read each word.

Name _____



Comprehension: Compare and Contrast

Look at the pictures. Circle the two pairs that are the same.
Tell why they are the same. Point to the pair that is different.
Tell why it is different.



At Home:

Ask your child to tell you why the pairs are the same or different.



















Phonics: /p/p

Say the name of each picture. Write the letter below the picture if its name begins with the /p/ sound.

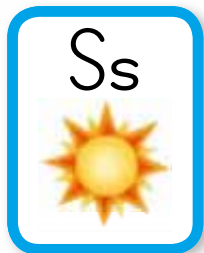


At Home:

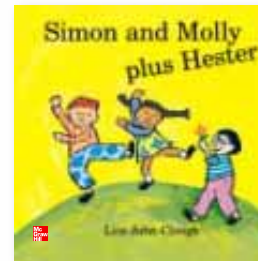
Ask your child to name each picture and then point out and say each word that begins with the letter *p*.

What's New?

Letters to Know



Listen and Read



Read-Aloud
Trade Book



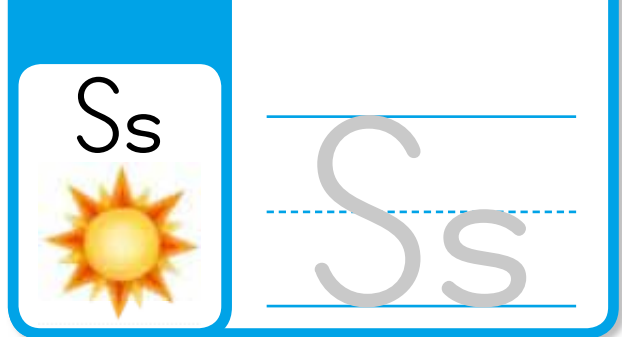
Pre-decodable Reader

Words to Know

like

a





s



S



Phonics: /s/s

Say the name of each picture. Write the letter that stands for the /s/ sound you hear at the beginning of the word. Repeat the names aloud.

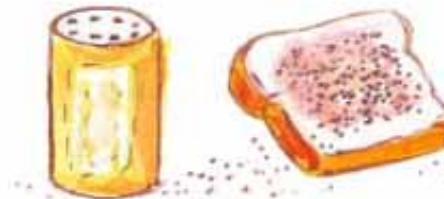
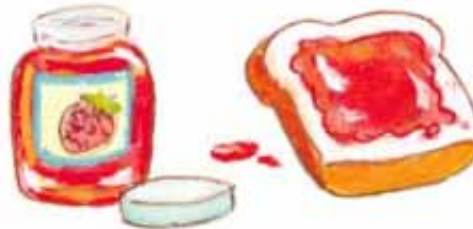


At Home:

Ask your child to name each picture and its beginning letter and sound.

Name _____

Glue



Comprehension: Character *Simon and Molly plus Hester*

Name the characters in the story. Cut out the pictures. Glue the pictures that show what the friends enjoy doing together at the end of the story in the boxes above.



At Home:

Ask your child to name the characters in the story, *Simon and Molly plus Hester*, and tell what they liked to do together.



Comprehension: Character *Simon and Molly plus Hester*

Name the characters in the story. Cut out the pictures. Glue the pictures that show what the friends enjoy doing together at the end of the story in the boxes.



At Home:

Ask your child to name the characters in the story, *Simon and Molly plus Hester*, and tell what they liked to do together.

Name _____



We like a



fish

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High-Frequency Words: *like, a*
Read the book aloud to a partner.
Reread for fluency.



Take Home Book:
Ask your child to read
the book aloud to you.

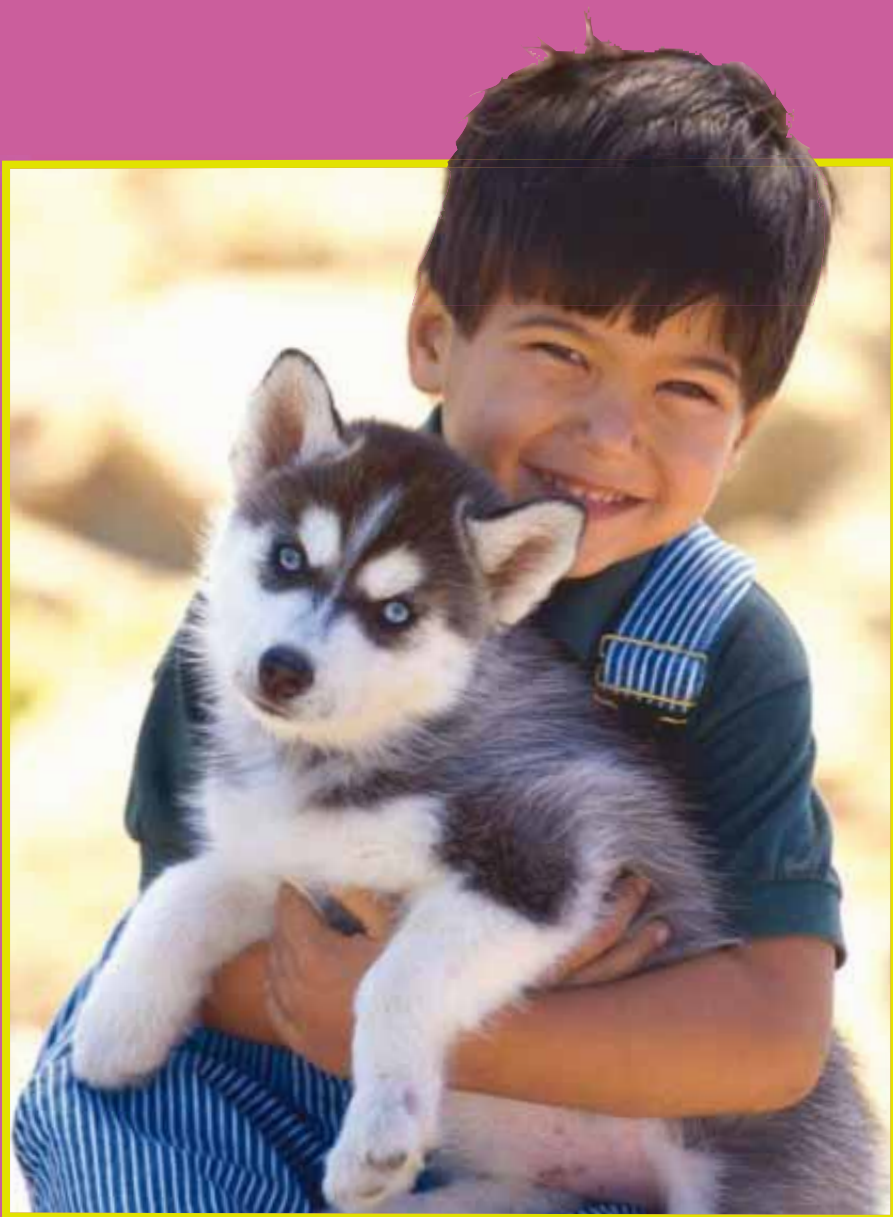
We Like



I like a



frog



I like a  .
dog



I like a  .
rabbit

Name _____

Pp



Pp



p



Phonics: /p/p

Say the name of each picture. Write the letter that stands for the /p/ sound you hear at the beginning of each word. Repeat the names aloud.



At Home:

Ask your child to name each picture and its beginning letter and sound.



Sam Pam map sap



Sam

Sam



Pam



map



sap



Phonics: Blending *s, p*

Blend the sounds and say the word. Write the word. Say the word again.



At Home:

Ask your child to blend the sounds and read each word.

Name _____



Comprehension: Character

♥ Look at each picture. Tell what the characters are doing. Circle the picture that shows a helpful person. ★ Look at each picture. Tell what the characters are doing. Circle the picture that shows a person who is sharing.



At Home:

Ask your child to tell you what the children are doing in each picture.



Name _____



















Phonics: /s/s/, /p/p

Say the name of each picture. Then write the letter that stands for the sound you hear at the beginning of the word.



At Home:

Ask your child to name each picture and its beginning letter and sound.

ISBN 0-02-192107-5



K.2



Draw a picture that shows how you like to travel.



B

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At Home:

Use the cover of the Activity Book to talk about vocabulary words: *square*, *circle*, *triangle*.

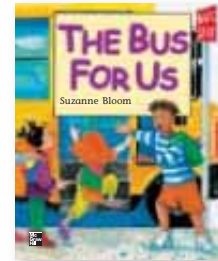
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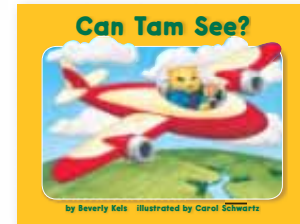
Letter to Know



Listen and Read

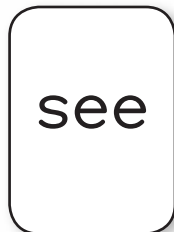


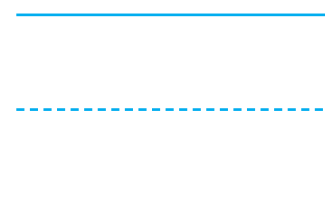
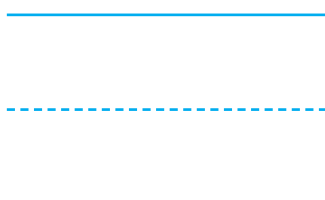
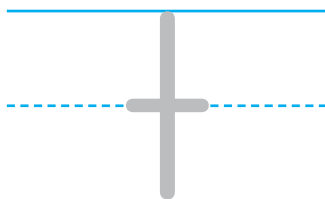
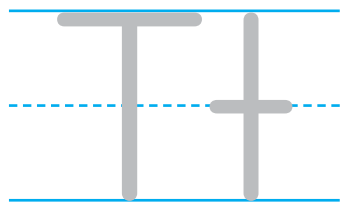
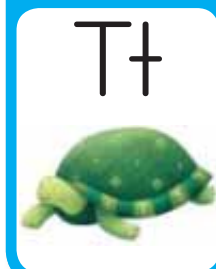
Big Book



Pre-decodable Reader

Word to Know





Phonics: /t/t/

Say the name of each picture. Write the letter that stands for the /t/ sound you hear at the beginning of the word. Repeat the names aloud.



At Home:

Ask your child to name each picture and its beginning letter and sound.

Name _____



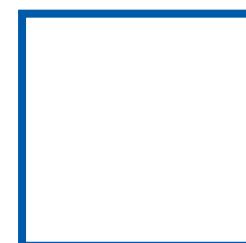
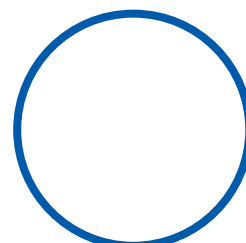
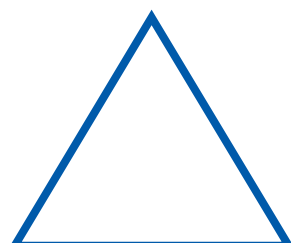
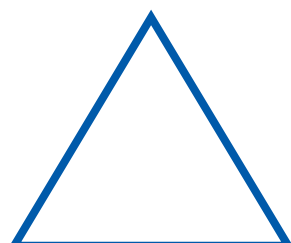
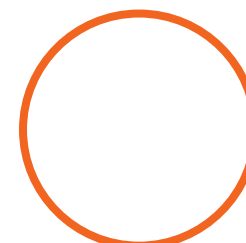
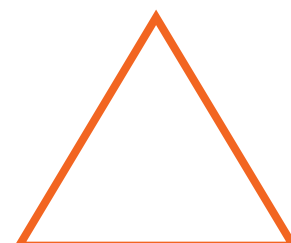
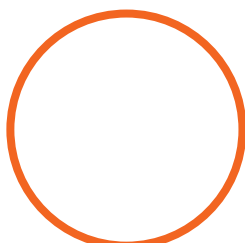
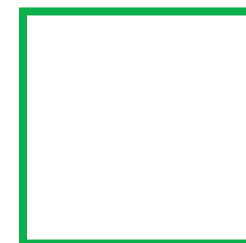
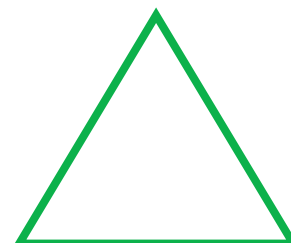
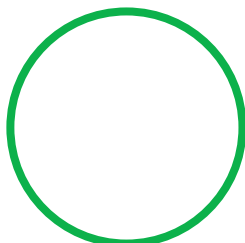
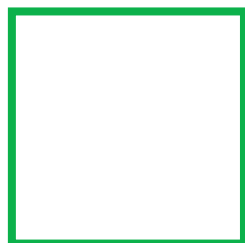
Comprehension: Make Predictions *The Bus for Us*

Look at the top picture. Then draw a line to the picture below that shows what might happen next.



At Home:

Ask your child to tell a story about the pictures.



Vocabulary: Shape Words

Name the shapes. 🍎 Color the shapes that are the same red.

★ Color the shapes that are the same yellow. 🌲 Color the shapes that are the same blue.



At Home:

Ask your child to point to and name each shape. Have your child tell which shapes are the same in each row.

Name _____



I see  .
Sam

High-Frequency Word: see
Read the book aloud to a partner.
Reread for fluency.



Take Home Book:
Ask your child to read
the book aloud to you.

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I See Sam

I see a  .
truck



I see a



bus

.



I see a



car

.

Name _____



Phonemic Awareness: /t/

Follow the train tracks and say the name of each item. Circle the item if its name begins with the sound you hear at the beginning of *turtle*.



At Home:

Ask your child to point to and name all the items on the train tracks that begin with the same sound as *turtle*.



at Pat



I am

at

the

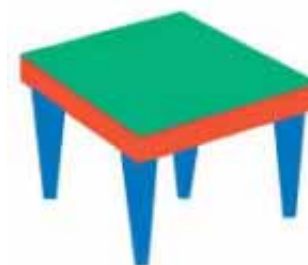


computer



I sat

the



table



I am



Pat

Phonics: Blending *at*

Blend the sounds and say the word. Read the sentence. Write the word that completes the sentence. Read the sentence again.



At Home:

Ask your child to read the sentences aloud.

Name _____



Comprehension: Make Predictions

Look at the top picture. Then draw a line to the picture below that shows what might happen next.



At Home:

Ask your child to tell a story about the pictures.







Phonics: /t/t

Say the name of each picture. Write the letter below the picture if its name begins with the /t/ sound.



At Home:

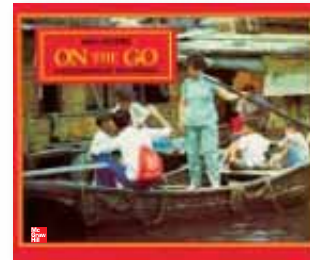
Ask your child to name each picture that begins with the same sound as *turtle*.

What's New?

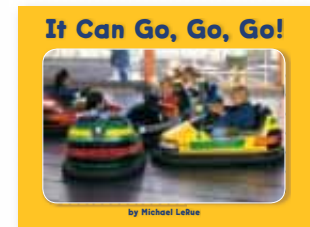
Letter to Know



Listen and Read

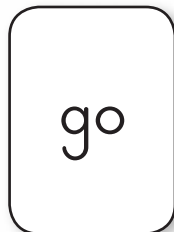


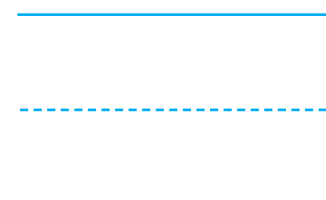
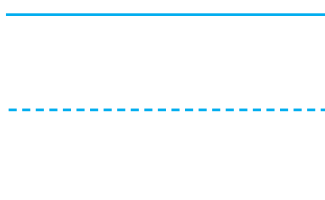
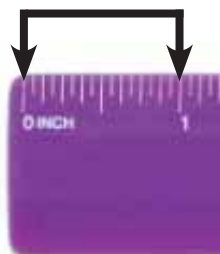
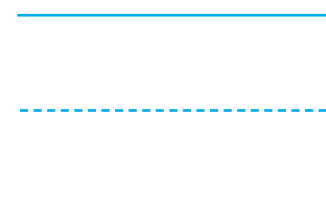
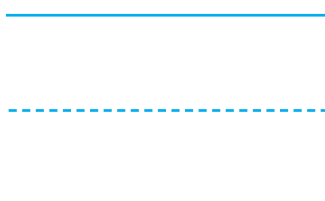
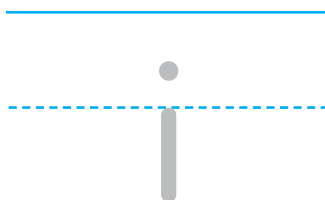
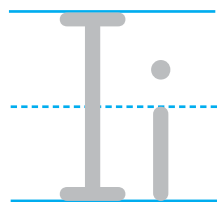
Big Book



Pre-decodable Reader

Word to Know





Phonics: /i/i

Say the name of each picture. Write the letter that stands for the /i/ sound you hear at the beginning of the word. Repeat the names aloud.



At Home:

Ask your child to name each picture and its beginning letter and sound.

Name _____



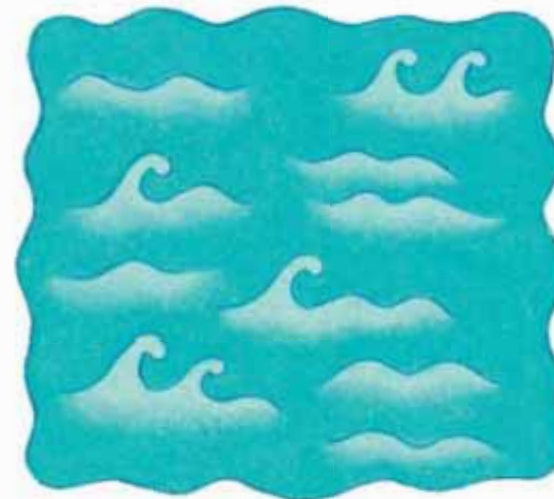
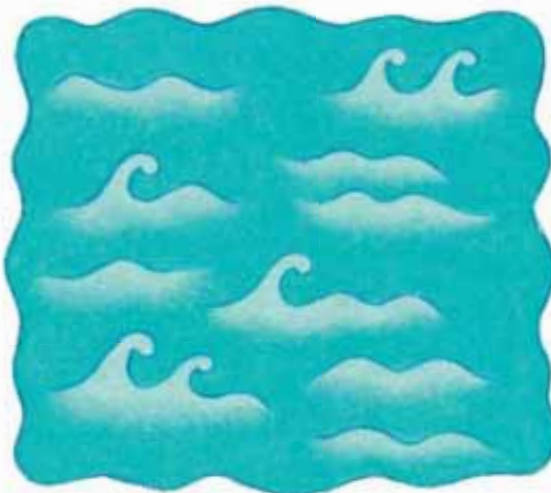
Comprehension: Classify and Categorize *On the Go*

Cut out the pictures. Sort them into groups of things that travel by land, air, or water.



At Home:

Ask your child to show you how the pictures can be sorted.



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Comprehension: Classify and Categorize *On the Go*

Use the pictures to check your sorting of things that travel by land, air, or water.



At Home:

Ask your child to show you how the pictures can be sorted.

Name _____



We can go.

High-Frequency Word: go

Read the book aloud to a partner.
Reread for fluency.

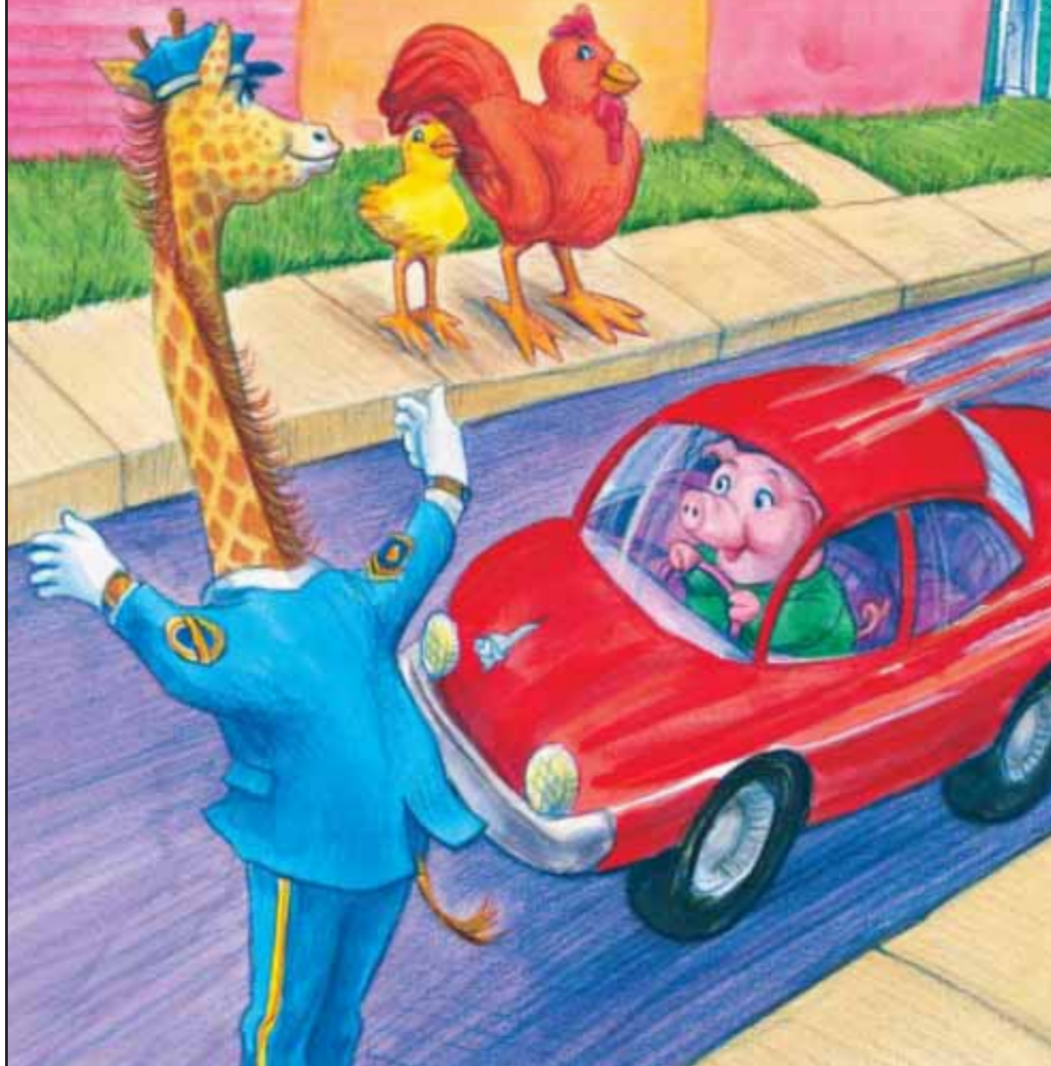


Take Home Book:

Ask your child to read
the book aloud to you.

©Macmillan/McGraw-Hill

We Can Go!



A



car

can go.



A



truck

can go.



A



bike

can go.

Name _____



Phonemic Awareness: /i/

Look at the picture. Say the name of each item. Circle the item if its name begins with the same sound you hear at the beginning of *iguana*.



At Home:

Ask your child to point to and name all the items in the picture that begin with the same sound as *iguana*.



it sit



I see it.



I like _____.



I can _____.



Phonics: Blending *it*

Blend the sounds and say the words. Read the sentence. Write the word that completes the sentence. Read the sentence again.



At Home:

Ask your child to read the sentences aloud.

Name _____



Comprehension: Classify and Categorize

Look at the pictures. Draw an X on the picture that does not belong. Tell why it does not belong.



At Home:

Ask your child to tell you which picture does not belong in each row and why.







Phonics: /i/i

Say the name of each picture. Write the letter below the picture if its name begins with the /i/ sound.

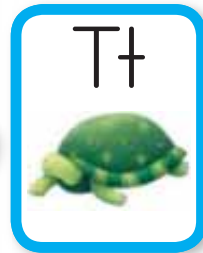


At Home:

Ask your child to name each picture that begins with the same sound as *iguana*.

What's New?

Letters to Know



Listen and Read



Read-Aloud
Trade Book



Pre-decodable Reader

Words to Know

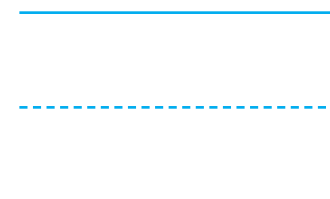
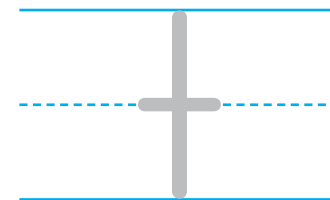
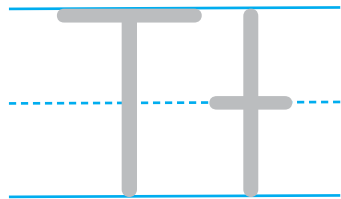
see

go





Tt



Phonics: /t/t

Say the name of each picture. Circle each picture whose name begins with the same sound as *turtle*. Write the letter.



At Home:

Ask your child to name each picture on the page that begins with the same sound as *turtle*.

Name _____



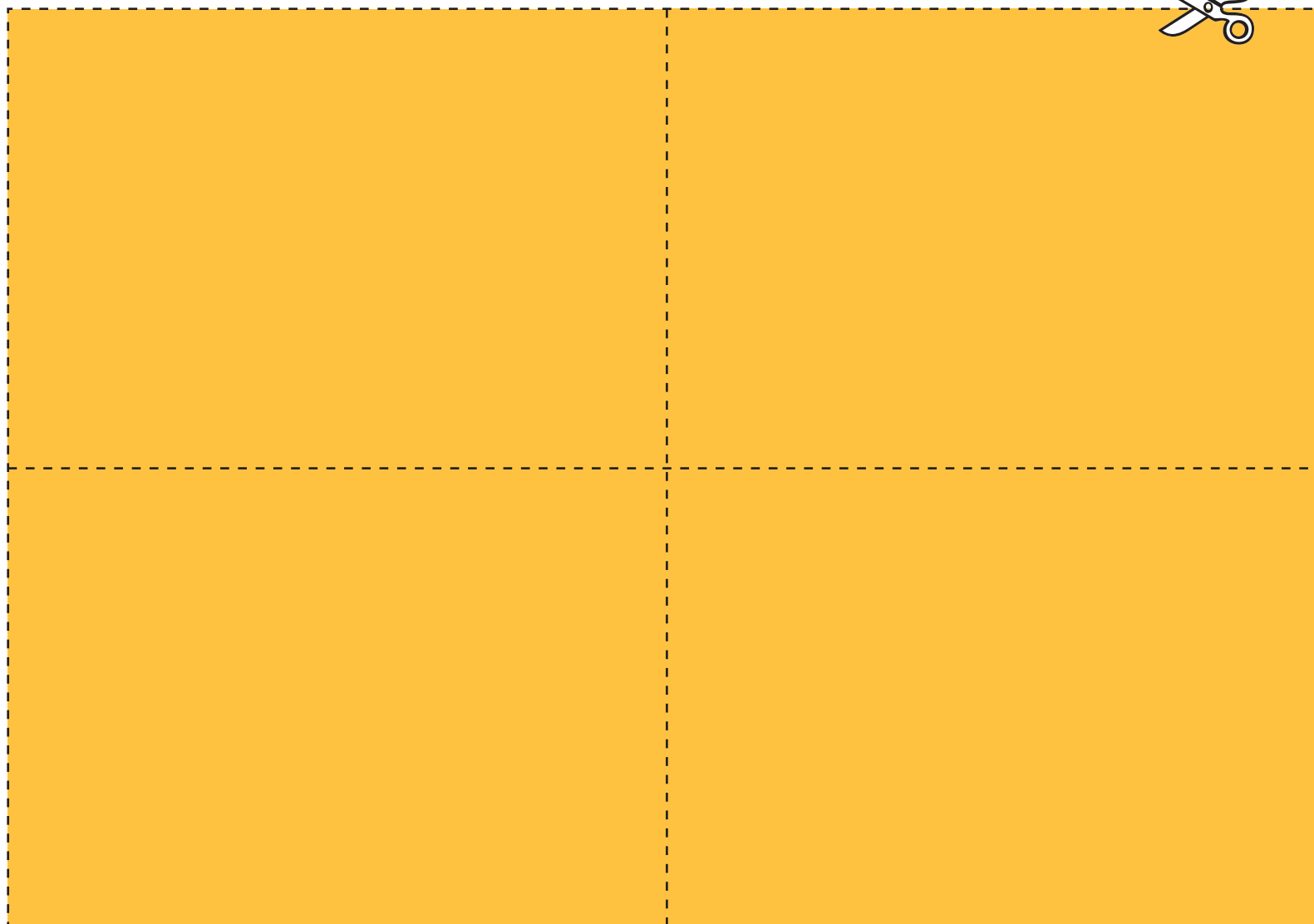
Comprehension: Character, Plot *Duck on a Bike*

Cut out the pictures and put them in order. Use them to describe the characters and what happened in the story.



At Home:

Ask your child to tell you what Duck and the other animals do in the story, *Duck On a Bike*.



Comprehension: Character, Plot *Duck on a Bike*

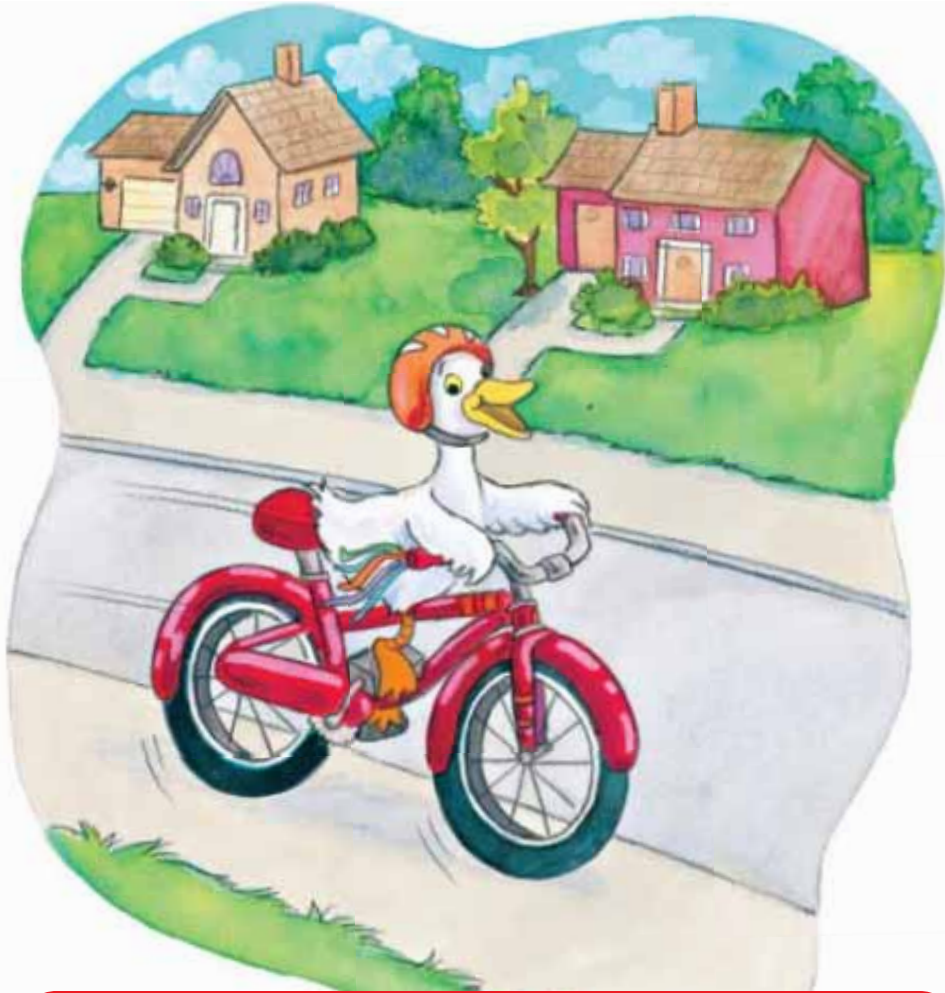
Cut out the pictures and put them in order. Use them to describe the characters and what happened in the story.



At Home:

Ask your child to tell you what Duck and the other animals do in the story, *Duck On a Bike*.

Name _____



I can go.

High-Frequency Words: see, go
Read the book aloud to a partner.
Reread for fluency.



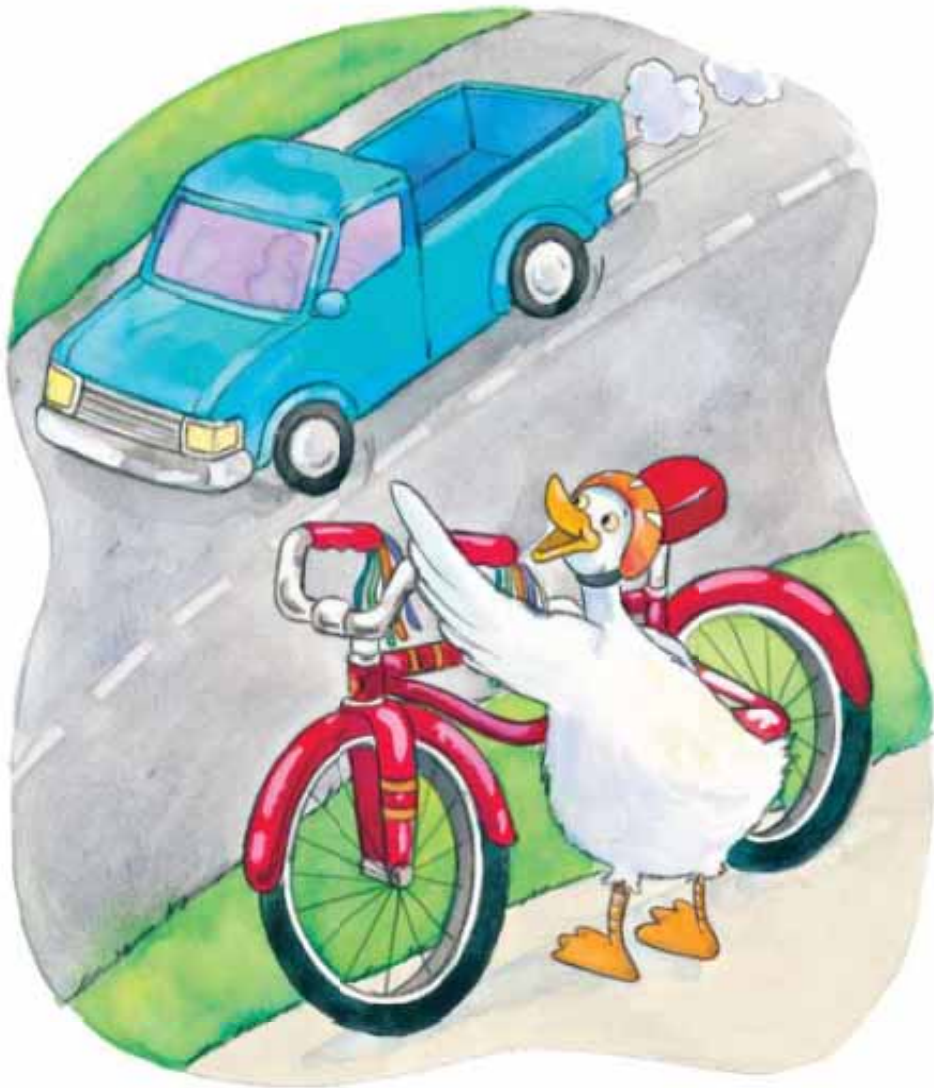
Take Home Book:
Ask your child to read
the book aloud to you.

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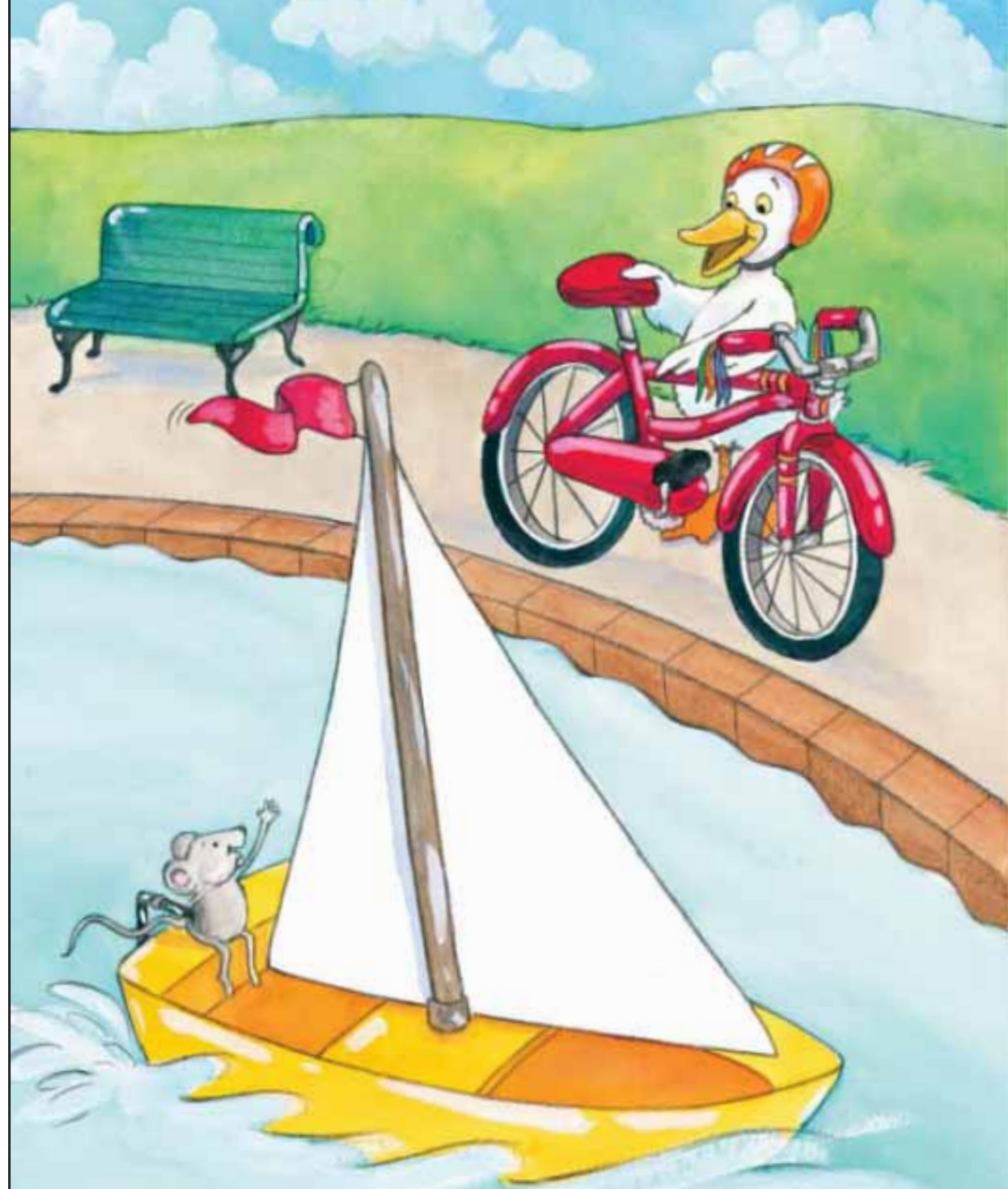
I Can Go!



I see a  go.
balloon

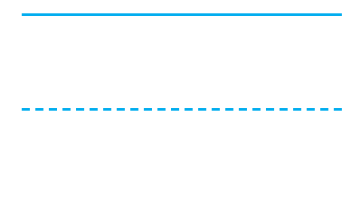
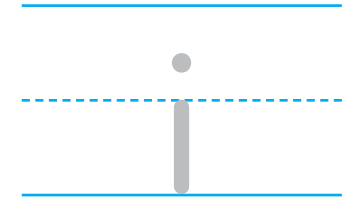
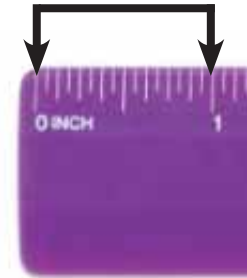
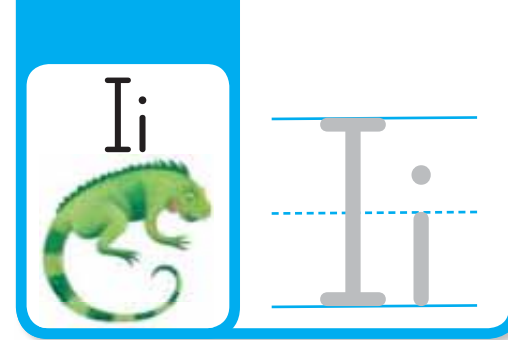


I see a  truck go.



I see a  boat go.

Name _____



Phonics: /i/i

Say the name of each picture. Circle each picture whose name begins with the same sound as *iguana*. Write the letter.



At Home:

Ask your child to name each picture on the page that begins with the same sound as *iguana*.



it sit

🍏 I can sip it.



★ We like _____.



🌲 I can _____.



Phonics: Blending *it*

Blend the sounds and say the words. Read the sentence. Write the word that completes the sentence. Read the sentence again.



At Home:

Ask your child to read the sentences aloud.

Name _____



Comprehension: Character, Plot *Duck on a Bike*

- ♥ Look at the top picture and describe what is happening.
- ★ Draw a picture in the bottom box to show what happens next in the story.



At Home:

Ask your child to tell you about what happened in the story, *Duck on a Bike*.



Name _____



















Phonics: /t/t/, /i/i

Say the name of each picture. Then write the letter that stands for the sound you hear at the beginning of the word.



At Home:

Ask your child to name each picture and its beginning letter and sound.

ISBN 0-02-192108-3



K.3



Draw a picture of your favorite food.



B

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ISBN 0-02-192109-1/K

2 3 4 5 6 7 8 9 073 09 08 07 06

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At Home:

Use the cover of the Activity Book to talk about vocabulary words: *fruits* and *vegetables*.

Illustrator credits: Cvr: Larry Reinhart. 2-3: Claudine Gevry. 5-6: Monica Wellington. 7-8: Laura Ovresat. 9: Jodie McCallum. 10: Karen Stormer Brooks. 11-12: Nathan Jarvis. 13: Claudine Gevry. 15-16: Barry Gott. 17-18: Rob Hefferan. 19: Chris Lensch. 20: Karen Stormer Brooks. 21-22: Nathan Jarvis. 23: Claudine Gevry. 25-26: Tracy Sabin. 27-28: Bernard Adnet. 29-30: Carol Yoshizumi. 31-32: Nathan Jarvis.

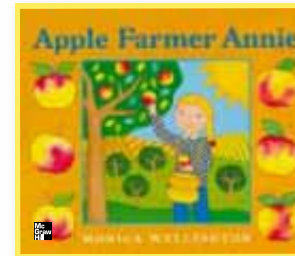
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What's New?

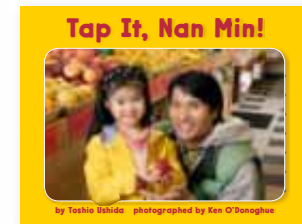
Letter to Know



Listen and Read

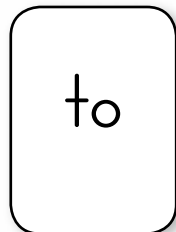


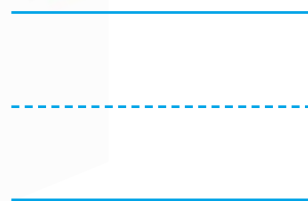
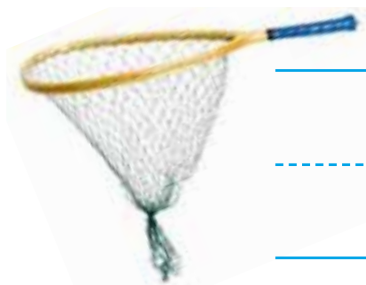
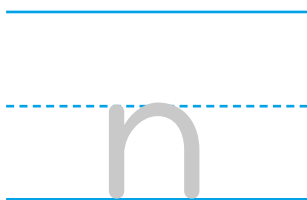
Big Book



Decodable Reader

Word to Know





Phonics: /n/n

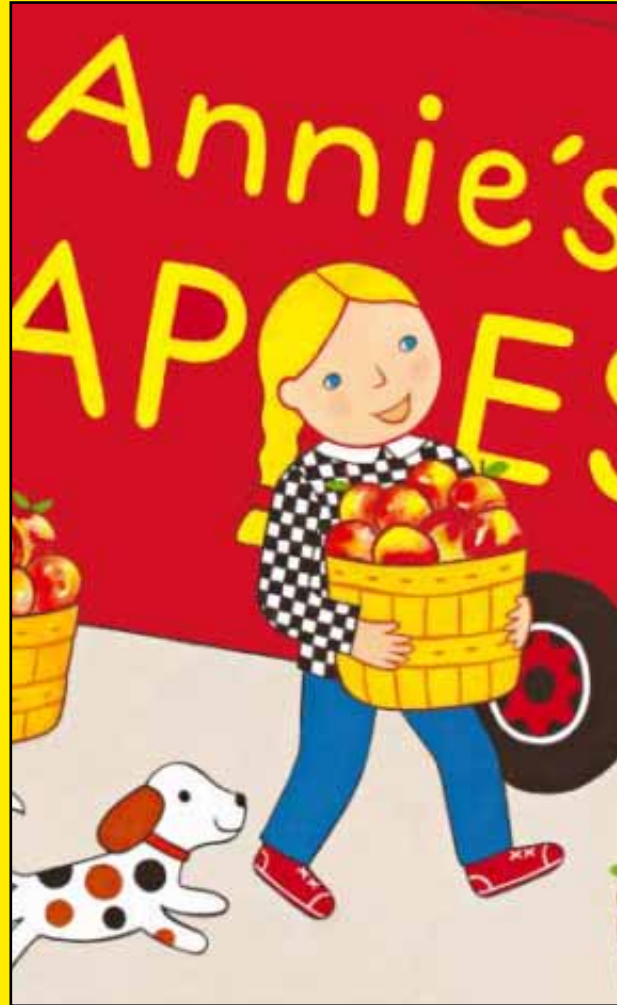
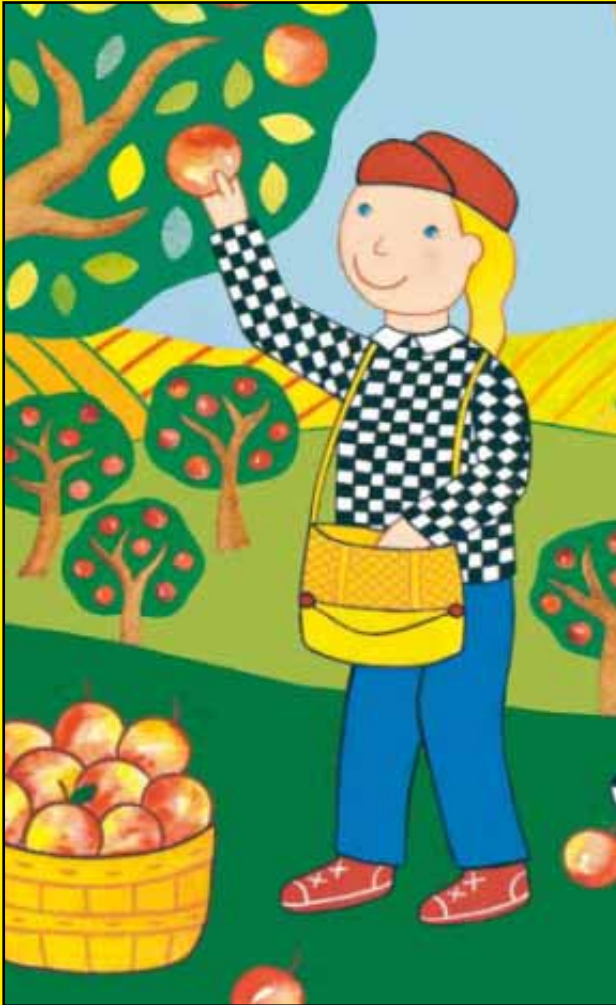
Say the name of each picture. Write the letter that stands for the /n/ sound you hear at the beginning of the word. Repeat the names aloud.



At Home:

Ask your child to name each picture and its beginning letter and sound.

Name _____



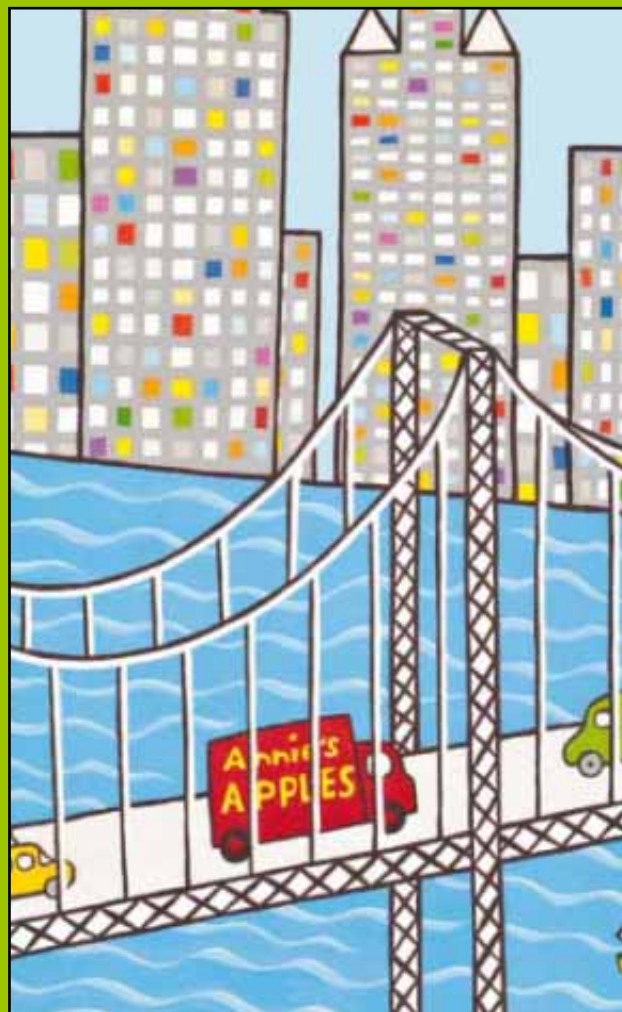
Comprehension: Sequence *Apple Farmer Annie*

Cut out the pictures. Put them in order to show what happens first, next, and last in the beginning of the story. Tell what is happening in each picture.



At Home:

Ask your child to tell what Annie does first, next, and last in *Apple Farmer Annie*.



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Comprehension: Sequence *Apple Farmer Annie*

Cut out the pictures. Put them in order to show what happens first, next, and last in the middle of the story. Tell what is happening in each picture.



At Home:

Ask your child to tell what Annie does first, next, and last in *Apple Farmer Annie*.

Name _____



We go to the



picnic

High-Frequency Word: to

Read the book aloud to a partner.
Reread for fluency.

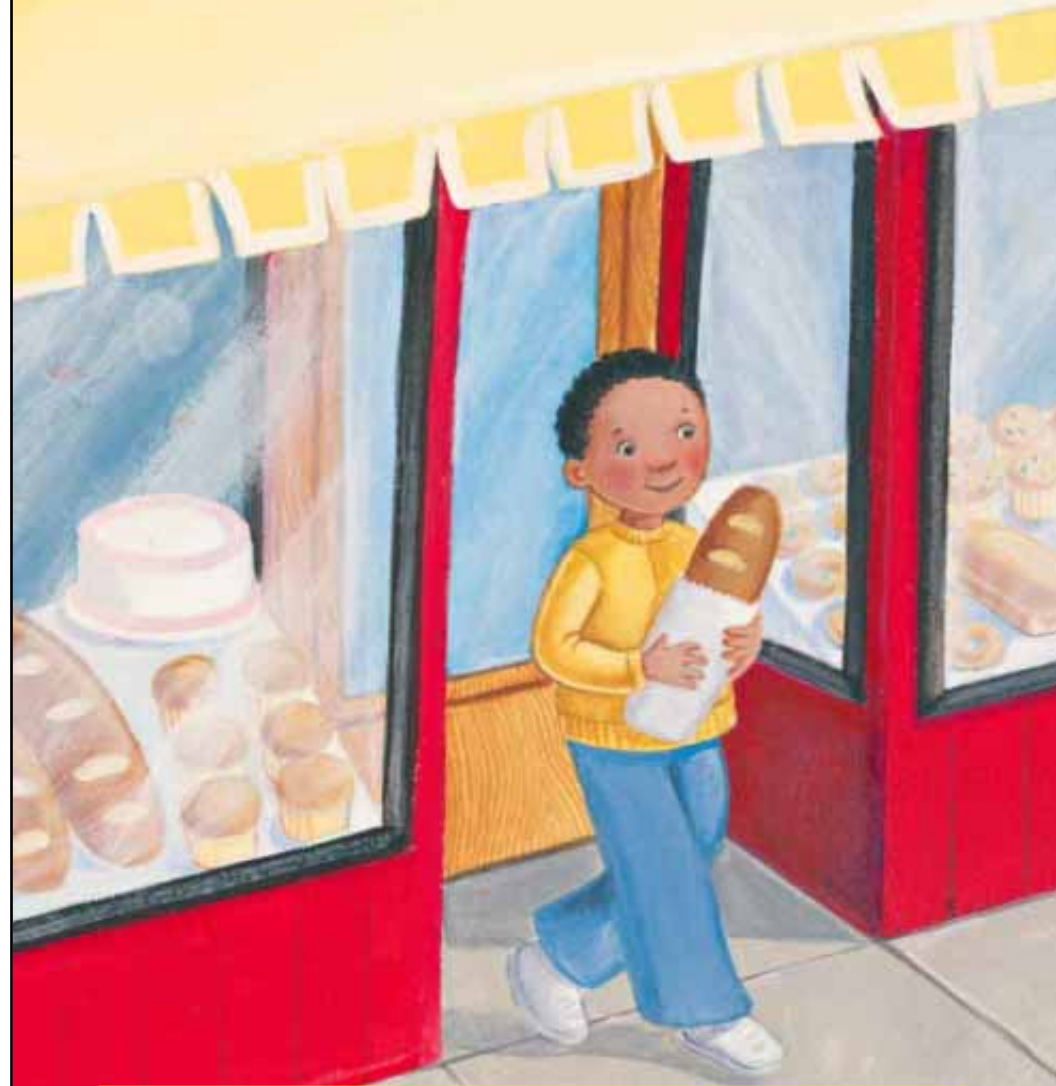


Take Home Book:

Ask your child to read
the book aloud to you.

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We Go!



I go to the



bakery



I go to the  fruit stand.



I go to the  market.

Name _____



Phonemic Awareness: /n/

Look at the picture. Say the name of each item. Circle the item if its name begins with the same sound you hear at the beginning of *nest*.



At Home:

Ask your child to point to and name all the items in the picture that begin with the same sound as *nest*.



Nat nap man



Nat

I am

Nat.



nap

I



man

I am a

Phonics: Blending n

Blend the sounds and say the word. Read the sentence.
Write the word. Read the sentence again.



At Home:

Ask your child to read the sentences aloud.

Name _____



Comprehension: Sequence

- ♥ Look at the pictures. Circle the picture that shows what happened first.
- ★ Look at the pictures. Circle the picture that shows what happened last.



At Home:

Ask your child to tell you what happened first, next, and last.



9



Phonics: /n/n

Say the name of each picture. Then write the letter that stands for the sound you hear at the beginning of the word.



At Home:

Ask your child to name each picture that begins with the letter *n*.

What's New?

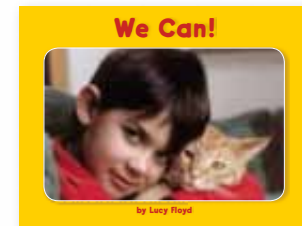
Letter to Know



Listen and Read



Big Book

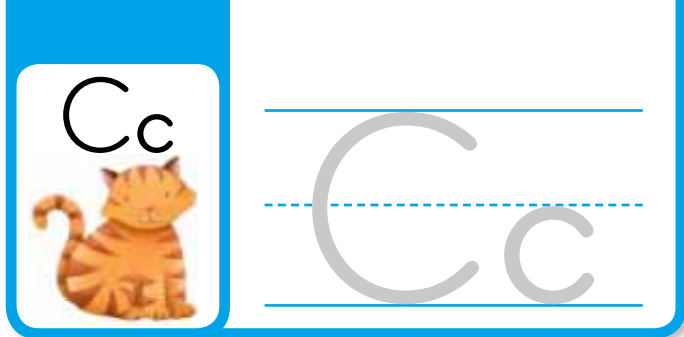


Decodable Reader

Word to Know

have





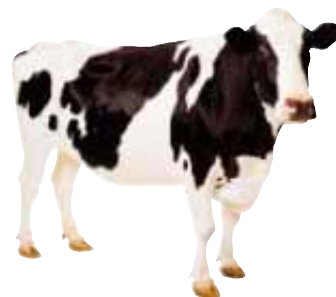
car



an



ap



ow



at



up

Phonics: /k/c

Say the name of each picture. Write the letter that stands for the /k/ sound you hear at the beginning of the word. Repeat the names aloud.



At Home:

Ask your child to name each picture and its beginning letter and sound.

Name _____



Comprehension: Make Inferences

Look at the top picture. Then draw a line to the picture below that shows what the people are making.



At Home:

Ask your child to tell you a story about the pictures.



Comprehension: Make Inferences

Look at the top picture. Then draw a line to the picture below that shows where the people are going.



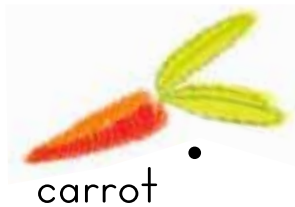
At Home:

Ask your child to tell you a story about the pictures.

Name _____



I have a



carrot

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High-Frequency Word: have

Read the book aloud to a partner.
Reread for fluency.



Take Home Book:

Ask your child to read
the book aloud to you.

I Have



I have a



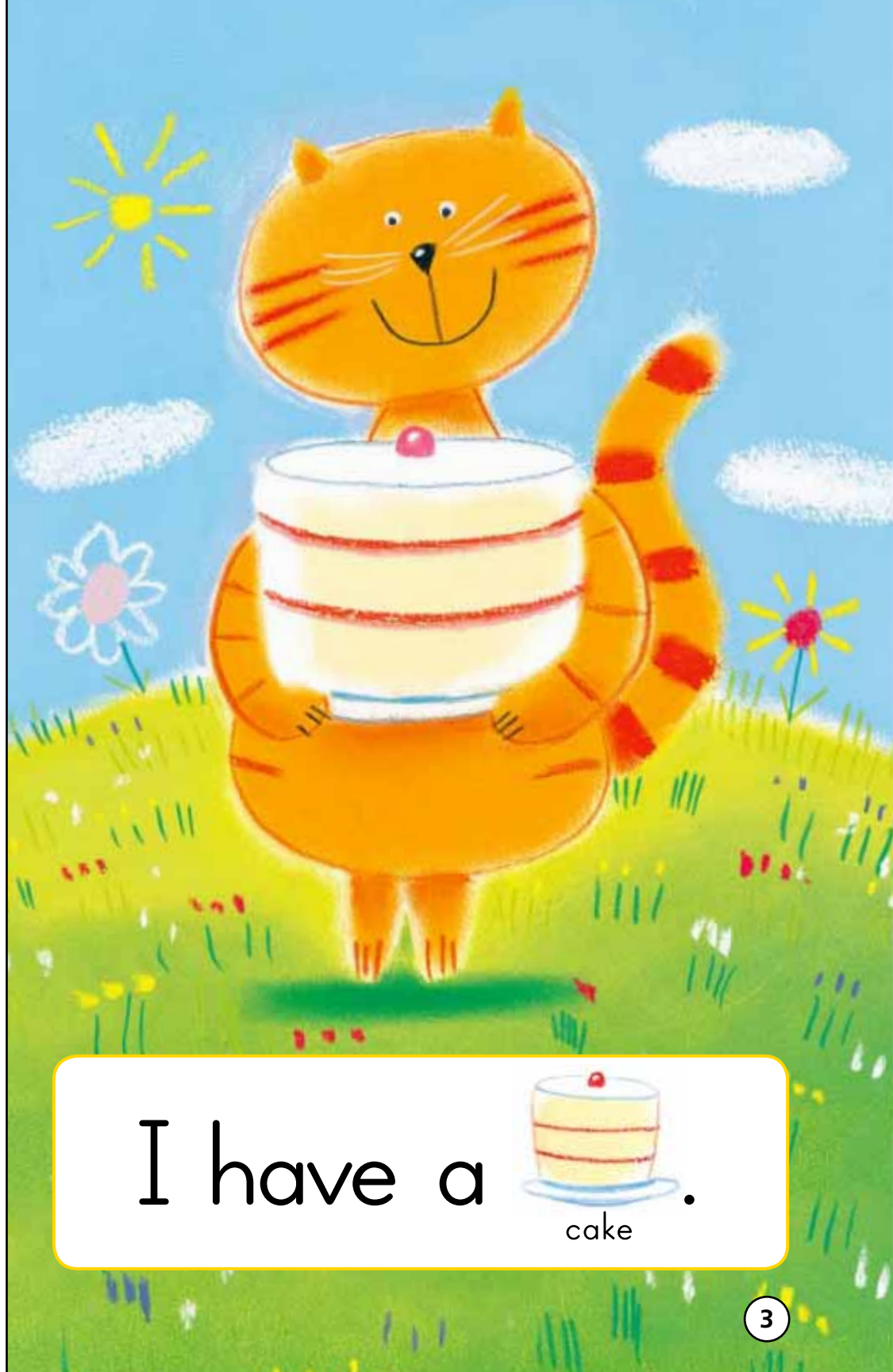
banana



I have a



muffin



I have a



cake

Name _____



Phonemic Awareness: /k/c

Look at the picture. Say the name of each item. Circle the item if its name begins with the same sound you hear at the beginning of *camera*.



At Home:

Ask your child to point to and name all the items in the picture that begin with the same sound as *camera*.



can cap cat Cam



can

can



cap



cat



Cam

Phonics: Blending c

Blend the sounds and say the word. Write the word.



At Home:

Ask your child to blend the sounds to read each word.

Name _____



Comprehension: Make Inferences

Look at the top picture. Then draw a line to the picture below that shows what the people will buy.



At Home

Ask your child to tell you a story about the pictures.



















Phonics: /k/c

Say the name of each picture. Write the letter below the picture if its name begins with the /k/ sound.



At Home:

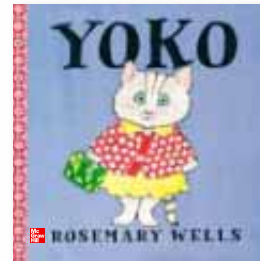
Ask your child to name each picture that begins with the same sound as *cat*.

What's New?

Letters to Know



Listen and Read



Read-Aloud
Trade Book



Decodable Reader

Words to Know

to

have





Nn



Nn



n



Phonics: /n/n

Say the name of each picture. Circle each picture whose name begins with the same sound as *nest*. Write the letter.



At Home:

Ask your child to name each picture on the page that begins with the same sound as *nest*.

Name _____



Comprehension: Make Inferences Yoko

Look at the top picture. Draw a line to the picture below that shows what the characters are going to do.



At Home:

Ask your child to tell you a story about the pictures.



Vocabulary: *Fruits and Vegetables*

Name the food in each row. Circle the foods that are the same color.



At Home:

Ask your child to name each food. Then ask your child to tell you how the circled foods are the same.

Name _____



I have to



sleep

High-Frequency Words: to, have
Read the book aloud to a partner.
Reread for fluency.



Take Home Book:
Ask your child to read
the book aloud to you.

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I Have To



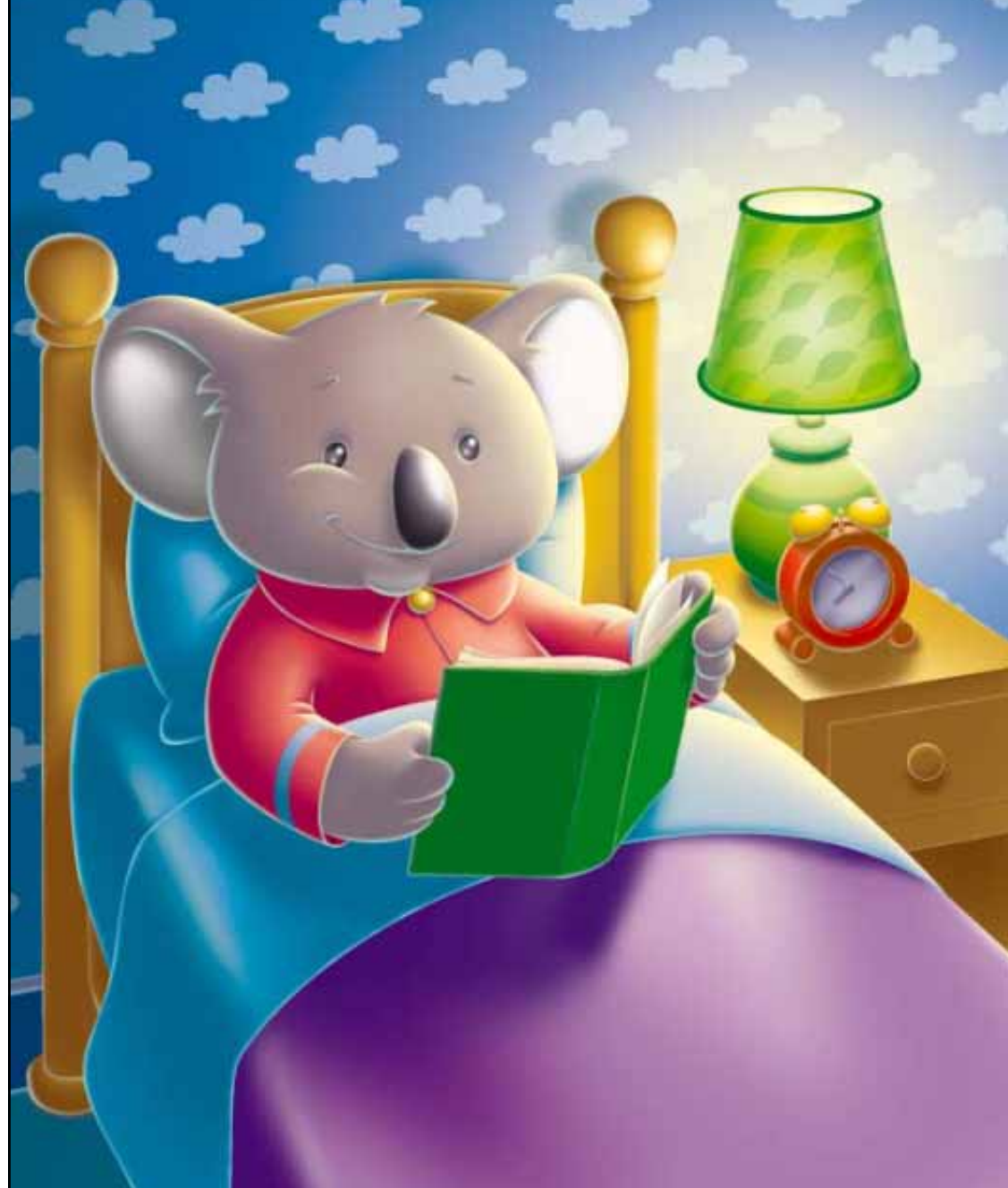
I have to



eat



I have to  .
wash



I have to  .
read

Name _____



Phonemic Awareness: /k/

Look at the pictures. Say the name of each item. Draw a line from the item to the cat if its name begins with the same sound you hear at the beginning of *cat*.



At Home:

Ask your child to point to and name all the items that begin with the same sound as *cat*.



Nat can cat



Nat

Nat



can



cat



Phonics: Blending *n*, *c*

Blend the sounds and say the word. Write the word. Then circle the picture that goes with the word.



At Home:

Ask your child to blend the sounds to read each word.

Name _____



Comprehension: Make Inferences

Look at the top picture. Then draw a line to the picture below that shows where the animals will go.



At Home:

Ask your child to tell you a story about the pictures.



Name _____



















Phonics: /n/n/, /k/c

Say the name of each picture. Then write the letter that stands for the sound you hear at the beginning of the word.



At Home:

Ask your child to name each picture and its beginning letter and sound.

ISBN 0-02-192109-1



K.4



Draw a picture of your favorite animal.



B

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At Home:

Use the cover of the Activity Book to discuss vocabulary words: *behind*, *under*, and *on*.

Illustrator credits: Cvr: Wayne Parmenter. 2-3: Claudine Gevry. 5-6: Jane Conteh-Morgan. 7-8: Bridget Starr Taylor. 9: Jared Lee. 10: Warner Mcgee. 11-12: Nathan Jarvis. 13: Claudine Gevry. 15: Jeff Hopkins. 19: John Manders. 20: Tuko Fujisaki. 21-22: Nathan Jarvis. 23: Claudine Gevry. 25-26: Jared Lee. 27-28: Alison Jay. 29-30: Garry Colby. 31-32: Nathan Jarvis.

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What's New?

Letter to Know



Listen and Read

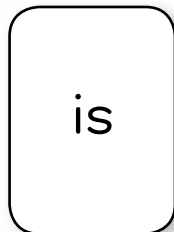


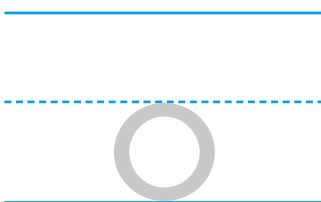
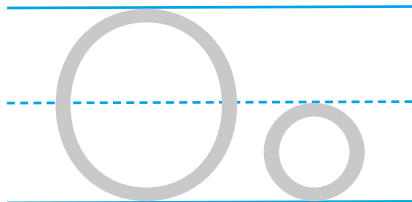
Big Book



Decodable Reader

Word to Know





Phonics: /o/o

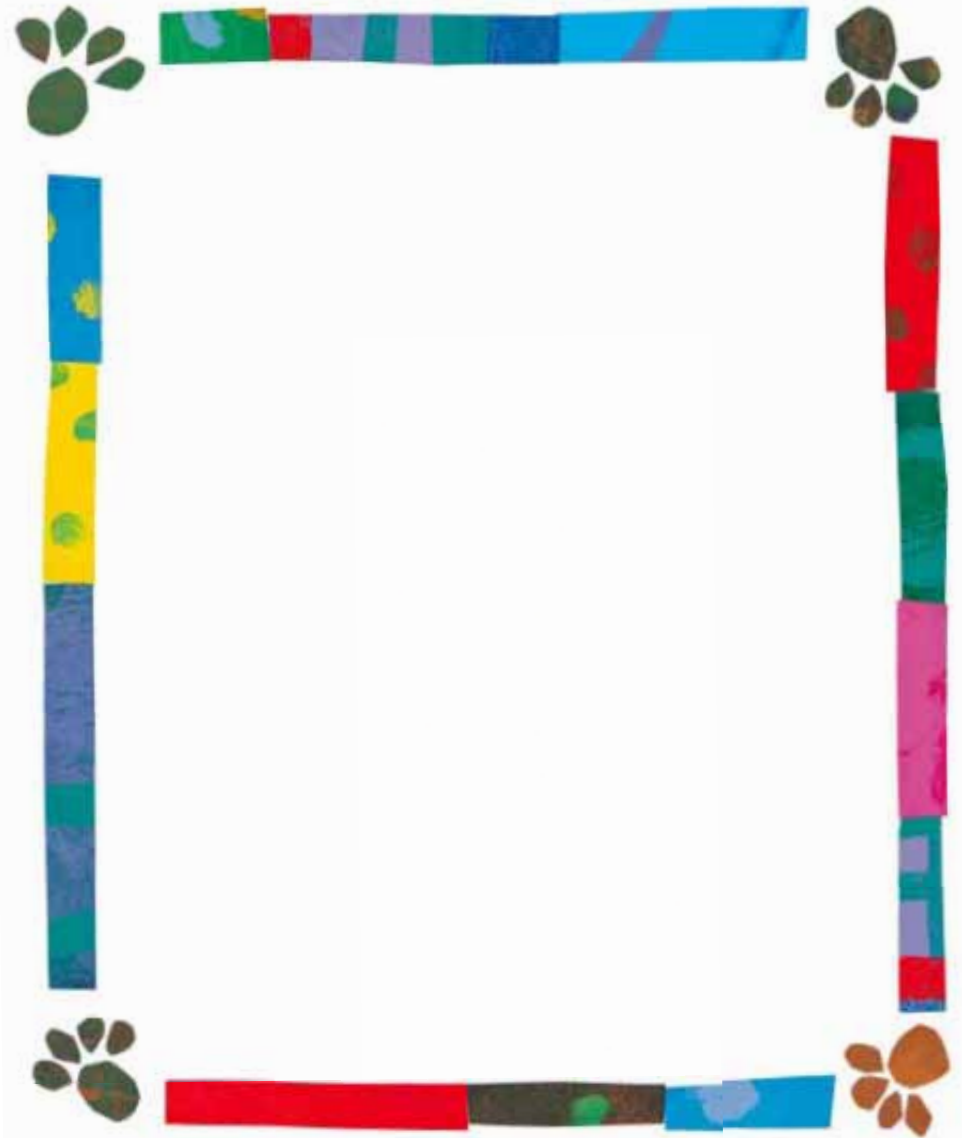
Say the name of each picture. Write the letter that stands for the /o/ sound you hear at the beginning of the word. Repeat the names aloud.



At Home:

Ask your child to name each picture and its beginning letter and sound.

Name _____



Comprehension: Make Predictions *Mama Cat Has Three Kittens*

Look at the picture. Draw a picture to show what you think might happen next.



At Home:

Ask your child to talk about each picture.



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Vocabulary: *Position Words*

Circle the cat that is *behind* the lamp.
Draw a line under the bunny that is *under* the bed.
Draw a box around the puppy that is *on* the sofa.



At Home:

Ask your child to tell where each animal is in the picture.

Name _____



A cat is in the  .
hat

High-Frequency Word: is

Read the book aloud to a partner.
Reread for fluency.

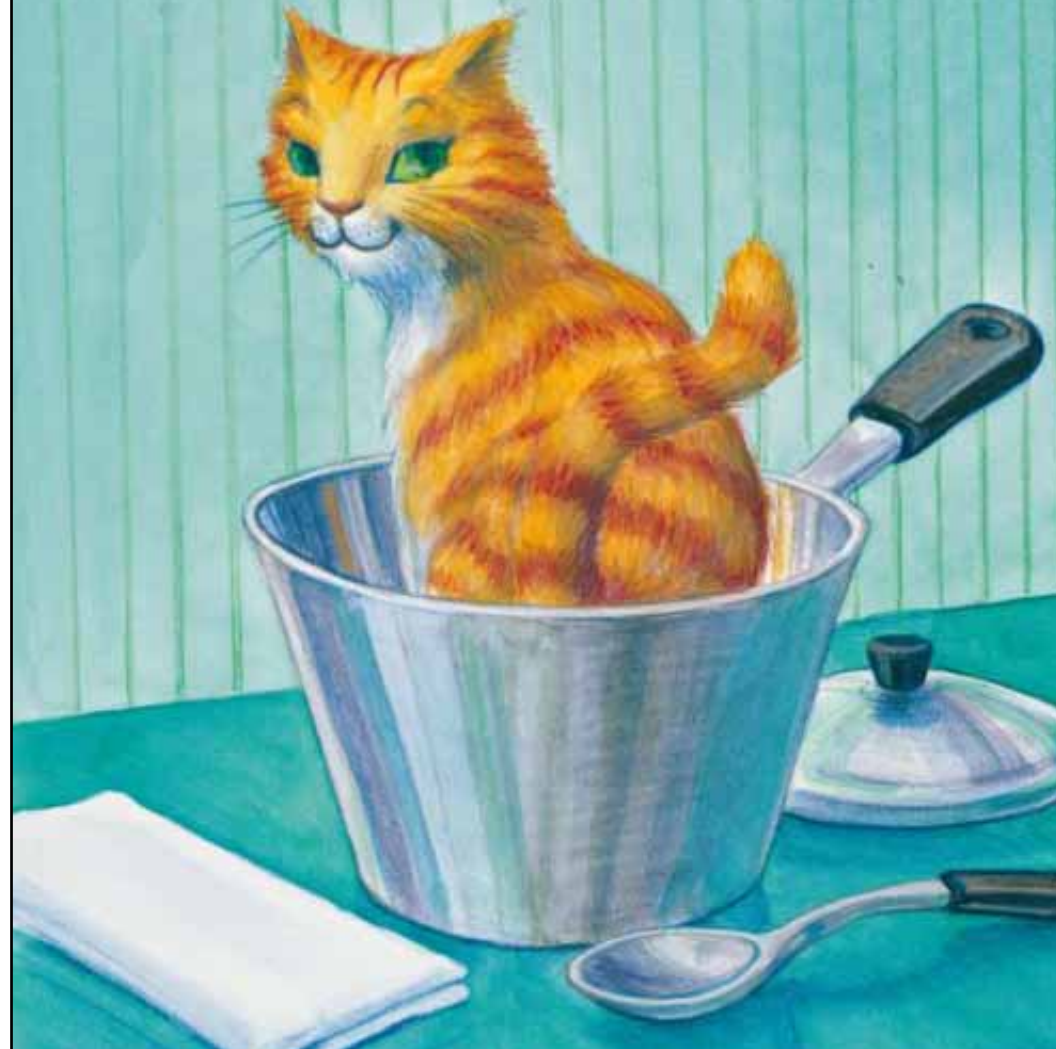


Take Home Book:

Ask your child to read
the book aloud to you.

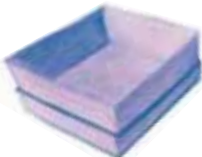
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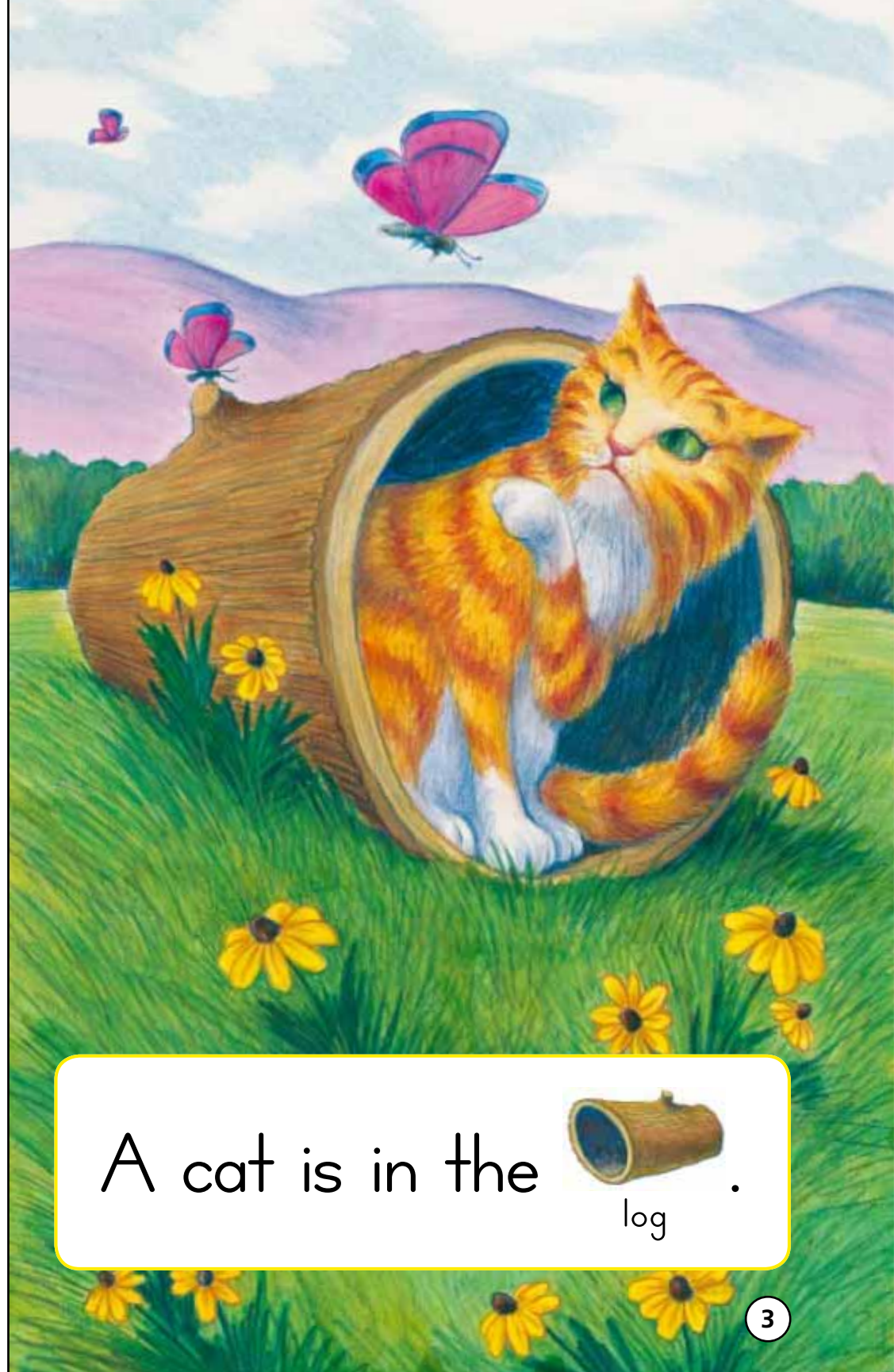
A Cat



A cat is in the  .
pot

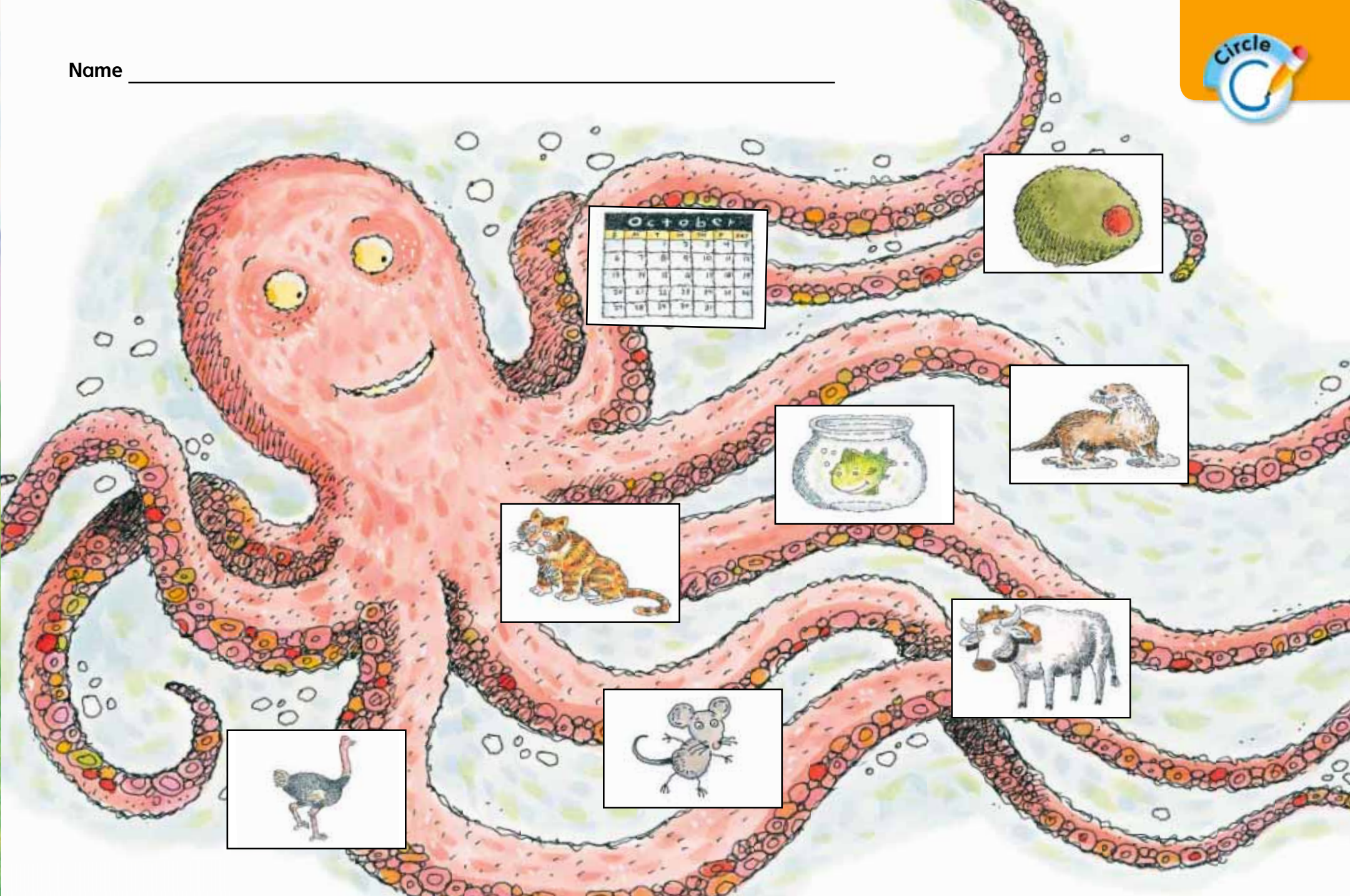


A cat is in the  box .



A cat is in the  log .

Name _____



Phonemic Awareness: /o/

Say the name of each item. Circle the item if its name begins with the same sound you hear at the beginning of *octopus*.



At Home:

Ask your child to point to and name all the items that begin with the same sound as *octopus*.



mom



mom

mop

mom



top

pot



mop

pop



cat

cot

Phonics: Blending o

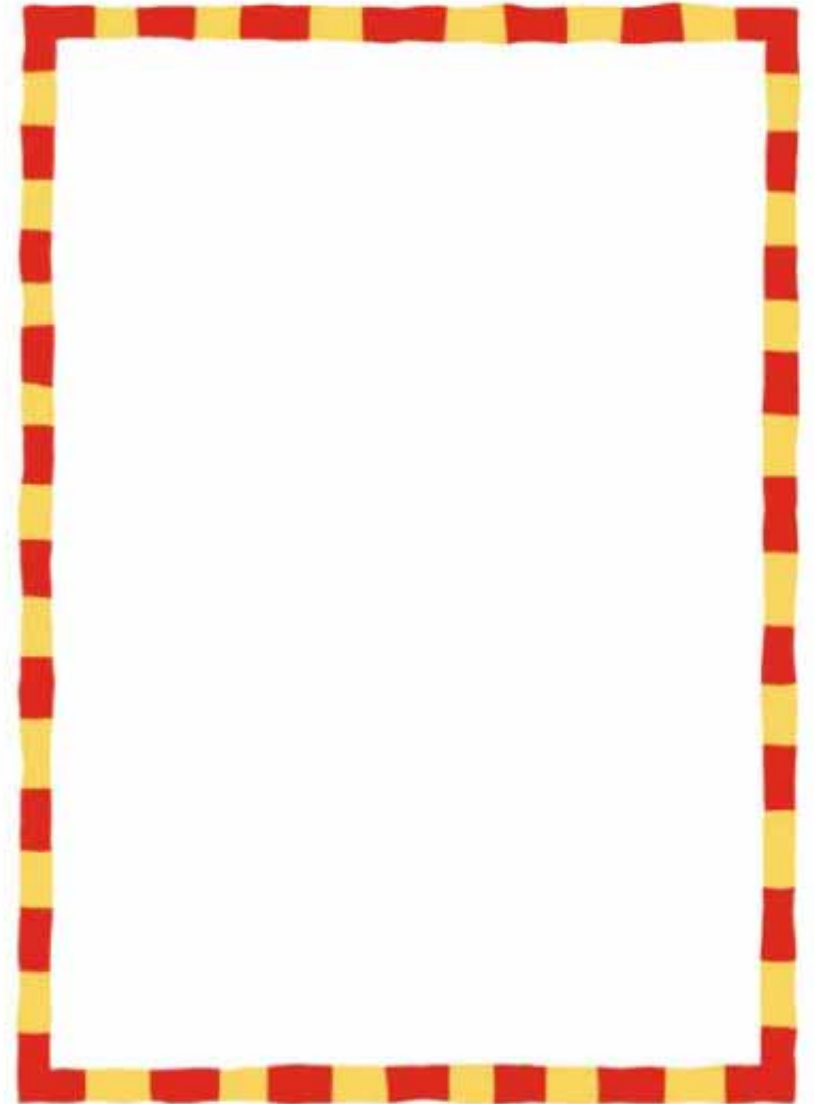
Look at the picture. Blend the sounds and say each word. Circle the word that goes with the picture. Write the word.



At Home:

Ask your child to blend the sounds to read each word.

Name _____



Comprehension: Make Predictions

Look at the picture. Draw a picture to show what you think might happen next.



At Home:

Ask your child to talk about his or her picture.



















Phonics: /o/o

Say the name of each picture. Write the letter below the picture if its name begins with the /o/ sound.



At Home:

Ask your child to name each picture and identify the words that begin with the same sound as *octopus*.

What's New?

Letter to Know



Listen and Read



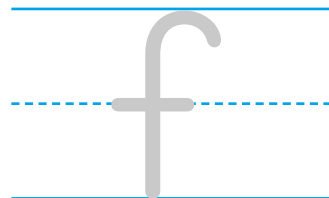
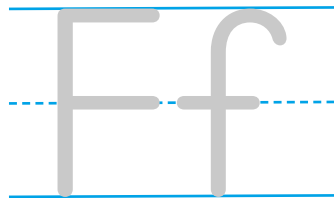
Big Book



Decodable Reader

Word to Know





Phonics: /f/f

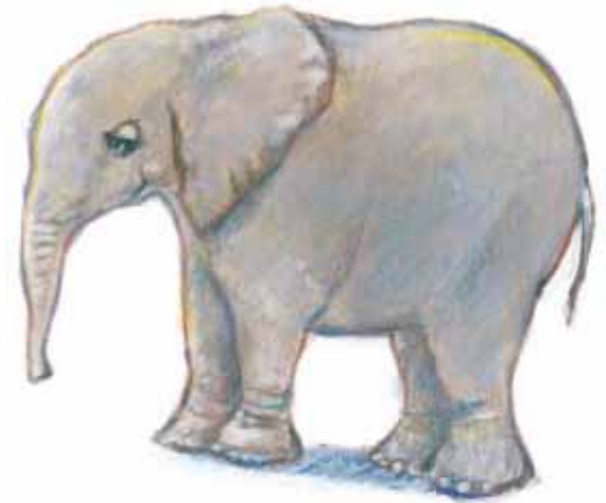
Say the name of each picture. Write the letter that stands for the /f/ sound you hear at the beginning of the word. Repeat the names aloud.



At Home:

Ask your child to name each picture and its beginning letter and sound.

Name _____



Comprehension: Classify and Categorize *Animal Babies ABC*

Cut out the pictures. Name each animal. Sort them into groups of animals with fur and animals without fur. Then create your own sorting rule and sort the animals.



At Home:

Ask your child to name the animals and tell how he or she sorted them.



elephant

bear

alligator

penguin

otter

koala

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Comprehension: Classify and Categorize *Animal Babies ABC*

Use the picture on the back of each word to help you name the animal. Sort them into two groups.



At Home:

Ask your child to name the animals and tell how he or she sorted them.

Name _____



We like to play.

High-Frequency Word: *play*

Read the book aloud to a partner.
Reread for fluency.



Take Home Book:

Ask your child to read
the book aloud to you.

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We Play!



We like to play.



We like to play.



We like to play.

Name _____



Phonemic Awareness: /f/

Look at the picture. Say the name of each item. Circle the item if its name begins with the same sound you hear at the beginning of *fish*.



At Home:

Ask your child to point to and name all the items that begin with the same sound as *fish*.



fan fat fin



fan

fan



fat



fin



Phonics: Blending f

Blend the sounds and say the word. Write the word. Repeat the word.



At Home:

Ask your child to blend the sounds to read each word.

Name _____



Comprehension: Classify and Categorize

Look at the pictures. Draw an X on the picture that does not belong. Tell why it does not belong.



At Home:

Ask your child to tell you which picture does not belong in each row and why.



5



4



Phonics: /f/f

Say the name of each picture. Write the letter below the picture if its name begins with the /f/ sound.



At Home:

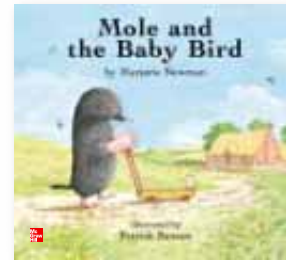
Ask your child to name each picture that begins with the same sound as *fish*.

Name _____

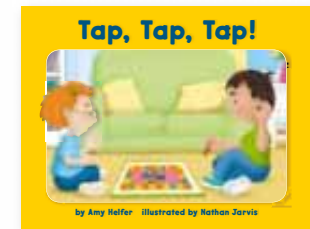
Letters to Know



Listen and Read

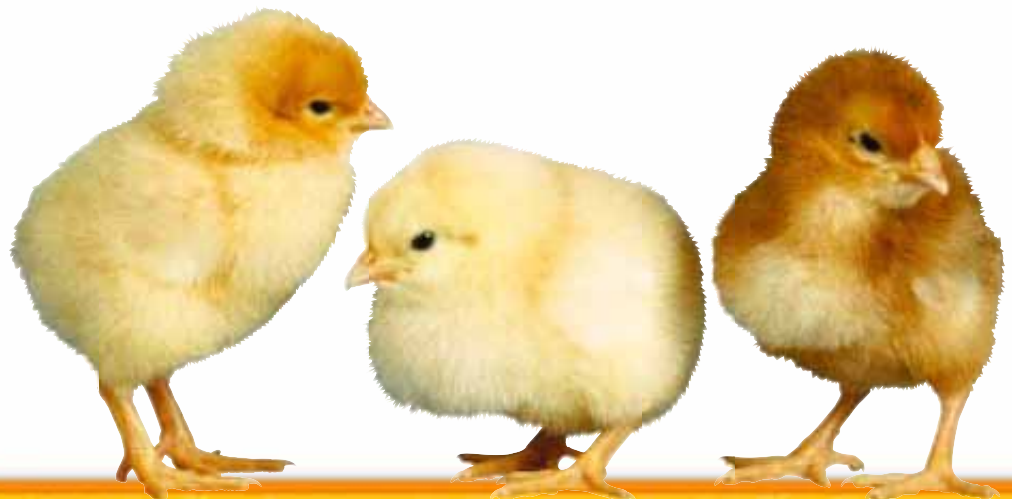
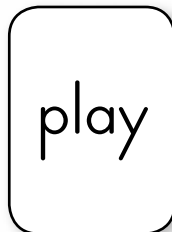
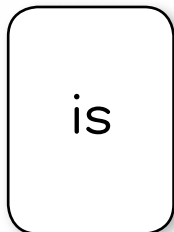


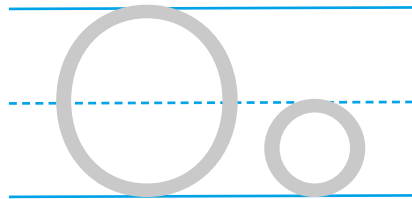
Read-Aloud
Trade Book



Decodable Reader

Words to Know





Phonics: /o/o

Say the name of each picture. Circle each picture whose name begins with the same sound as *octopus*. Write the letter.



At Home:

Ask your child to name each picture on the page that begins with the same sound as *octopus*.

Name _____



Comprehension: Character, Plot *Mole and the Baby Bird*

Cut out the characters. Glue them on craft sticks. Use them to act out what happens in the story.



At Home:

Ask your child to name the two characters in *Mole and the Baby Bird* and use them to act out the story.



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Comprehension: Character, Plot *Mole and the Baby Bird*

Cut out the characters. Glue them on craft sticks. Use them to act out what happens in the story.



At Home:

Ask your child to name the two characters in *Mole and the Baby Bird* and use them to act out the story.

Name _____



Pat can play!

High-Frequency Words: *is, play*
Read the book aloud to a partner.
Reread for fluency.



Take Home Book:
Ask your child to read
the book aloud to you.

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Can Tam Play?

Can Tam play?

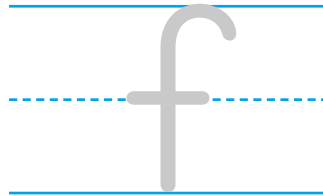
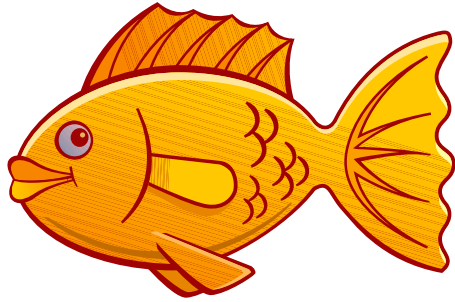
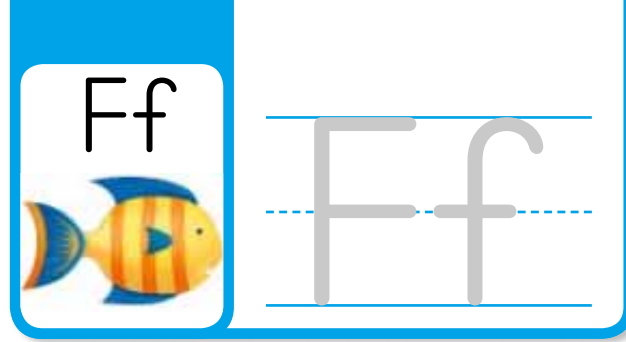


Tam is not in.



Pat is in.

Name _____



Phonics: /f/f

Say the name of each picture. Write the letter that stands for the /f/ sound you hear at the beginning of each word. Repeat the names aloud.



At Home:

Ask your child to name each picture and its beginning letter and sound.

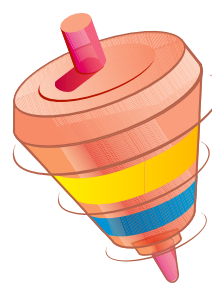


top cot fan



top

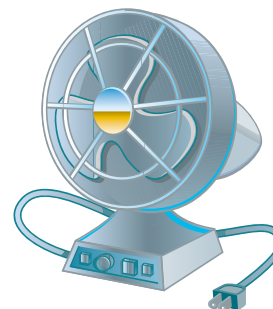
top



cot



fan



Phonics: Blending o, f

Blend the sounds and say the word. Write the word.
Then circle the picture that goes with the word.



At Home:

Ask your child to blend the sounds
to read each word.

Name _____



Comprehension: Character, Plot *Mole and the Baby Bird*

Look at each picture. Tell what is happening. Circle the picture that shows what happened in the story.



At Home:

Ask your child to tell you what happened in the story, *Mole and the Baby Bird*.



Name _____



















Phonics: /o/o/, /f/f/

Say the name of each picture. Then write the letter that stands for the sound you hear at the beginning of the word.



At Home:

Ask your child to name each picture and its beginning letter and sound.

ISBN 0-02-192111-3



K.5



Draw a picture of a place in your neighborhood.



B

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At Home:

Use the cover of the Activity Book to talk about vocabulary words: *first*, *next*, and *last*.

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What's New?

Letter to Know



Listen and Read



Big Book



Decodable Reader

Word to Know

are





Hh



Hh

1.



h



2.



h



3.



Phonics: /h/h

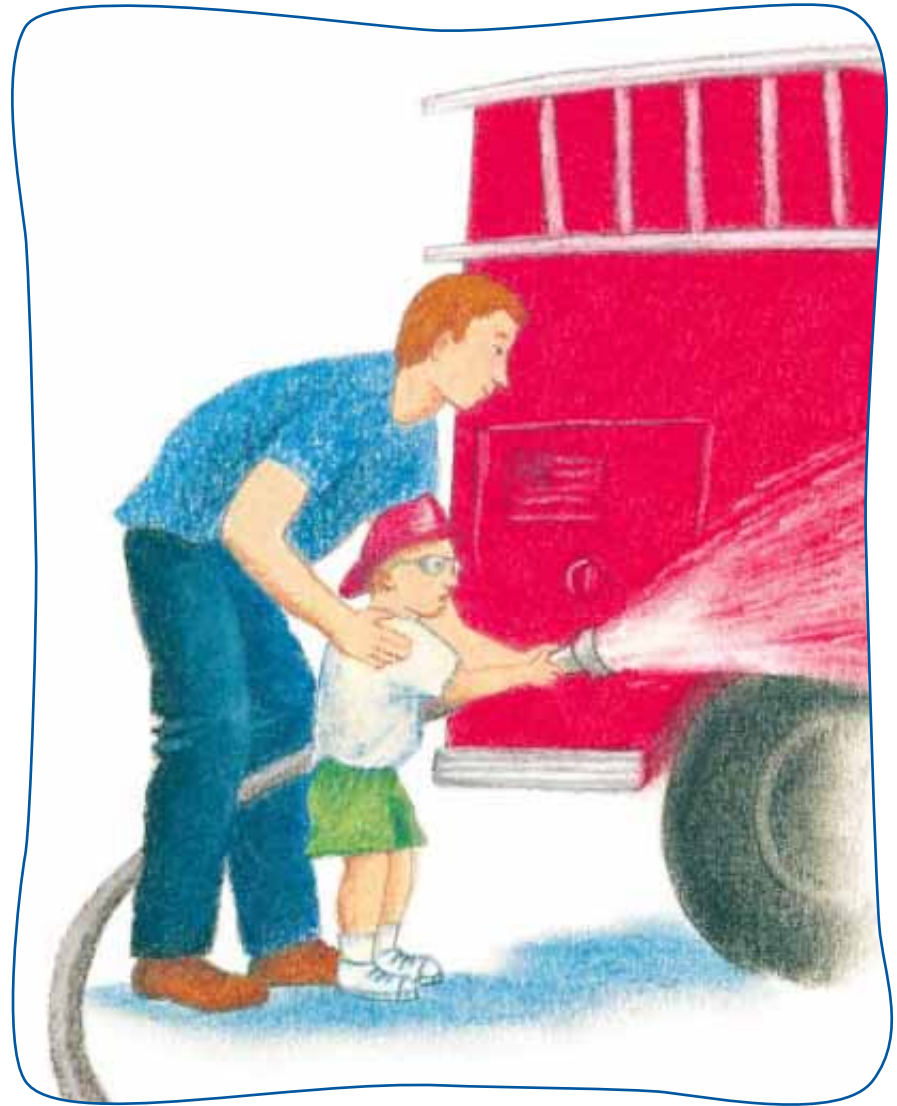
Say the name of each picture. Write the letter that stands for the /h/ sound you hear at the beginning of the word. Repeat the names aloud.



At Home:

Ask your child to name each picture and its beginning letter and sound.

Name _____



Comprehension: Main Idea and Details *Russ and the Firehouse*

Look at each picture. Tell what you see. What are the pictures mainly about? What is the main idea of *Russ and the Firehouse*?



At Home:

Ask your child to tell you what is happening in the pictures.







Vocabulary: Sequence Words

Look at the pictures. Write 1, 2, and 3 to show what happened first, next, and last.



At Home:

Ask your child to tell you what happened first, next, and last.

Name _____



We are in the  house.

High-Frequency Word: are

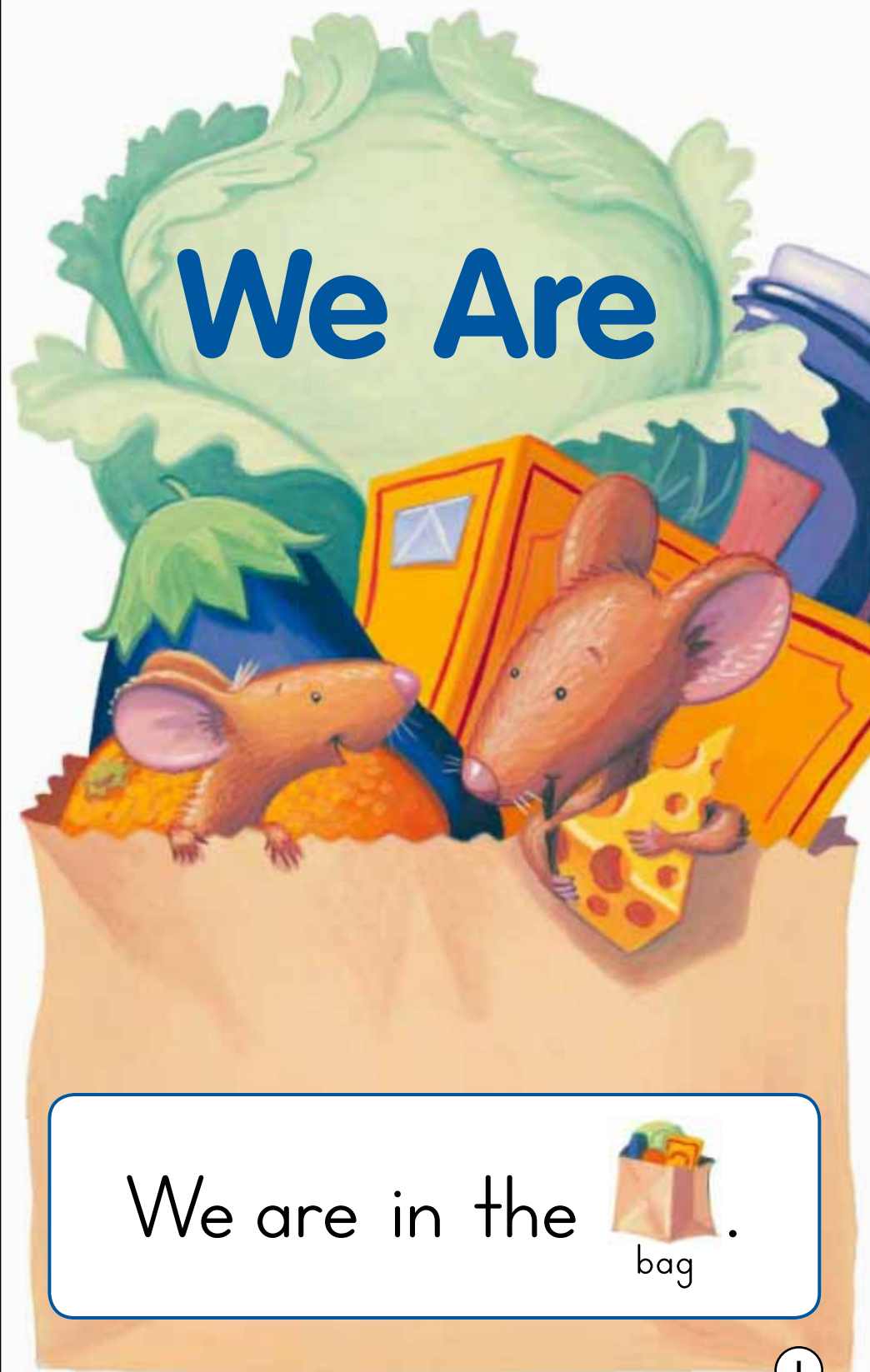
Read the book aloud to a partner.
Reread for fluency.



Take Home Book:

Ask your child to read
the book aloud to you.

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We Are

We are in the  bag.



We are in the  .
sink



We are in the  .
tub

Name _____



Phonemic Awareness: /h/

Look at the picture. Say the name of each item. Circle the item if its name begins with the same sound you hear at the beginning of *hat*.



At Home:

Ask your child to point to and name all the items that begin with the same sound as *hat*.



hop hot hat

1.

hop

hop



2.

hot



3.

hat



Phonics: Blending *h*

Blend the sounds and say the word. Write the word. Repeat the word.



At Home:

Ask your child to blend the sounds to read each word.

Name _____



1.



2.



Comprehension: Main Idea and Details

Look at each picture. Tell what you see. What is each picture mainly about. Circle the picture that shows a girl mailing a letter.



At Home:

Ask your child to tell you what is happening in the pictures.



1.









2.











Phonics: /h/h

Say the name of each picture. Write the letter below the picture if its name begins with the /h/ sound.



At Home:

Ask your child to say the name of each picture that begins with the same sound as *house*.

Name _____

What's New?

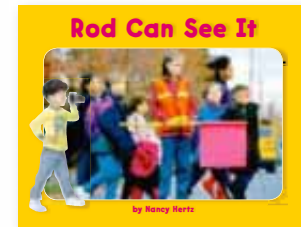
Letters to Know



Listen and Read



Big Book



Decodable Reader

Words to Know

for

you





Dd



Dd

1.



d



2.



3.



Phonics: /d/d

Say the name of each picture. Write the letter that stands for the /d/ sound you hear at the beginning of each word. Repeat the names aloud.



At Home:

Ask your child to name each picture and its beginning letter and sound.

Name _____



Comprehension: Main Idea and Details *Bus Stops*

Look at the picture. Tell what you see. What is the picture mainly about?
What is the main idea of *Bus Stops*?



At Home:

Ask your child to tell you what is happening in the picture.



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Comprehension: Main Idea and Details *Bus Stops*

Look at the picture. What is the picture mainly about? Circle the pickup truck. Draw a box around the bus stop sign.



At Home:

Ask your child to tell you what is happening in the picture.

Name _____



I have a mat for you.

High-Frequency Words: *for, you*
Read the book aloud to a partner.
Reread for fluency.



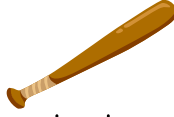
Take Home Book:
Ask your child to read
the book aloud to you.

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I have a hat for you.



I have a  for you.
bat



I have a cat for you.

Name _____



1.





2.





3.





Phonics: /r/r

Say the name of each picture. Write the letter that stands for the /r/ sound you hear at the beginning of the word. Repeat the names aloud.



At Home:

Ask your child to name each picture and its beginning letter and sound.



rip dad rod

1.

rip

rip



2.

dad



3.

rod



Phonics: Blending d, r

Blend the sounds and say the word. Write the word. Repeat the word.



At Home:

Ask your child to blend the sounds to read each word.

Name _____



1.



2.



Comprehension: Main Idea and Details

Look at the pictures. Tell what you see. What is each picture mainly about? Circle the picture that shows a person helping.



At Home:

Ask your child to tell you what is happening in the pictures.



1.



2.



Phonics: /d/d, /r/r

Say the name of each picture. Then write the letter that stands for the sound you hear at the beginning of the word.



At Home:

Ask your child to name each picture and its beginning letter and sound.

What's New?

Letters to Know



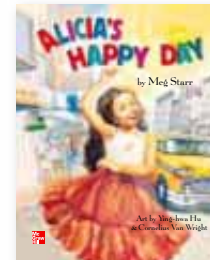
Words to Know

are

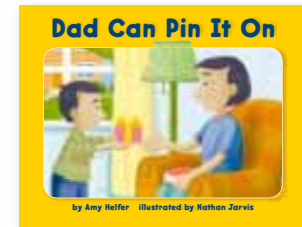
for

you

Listen and Read

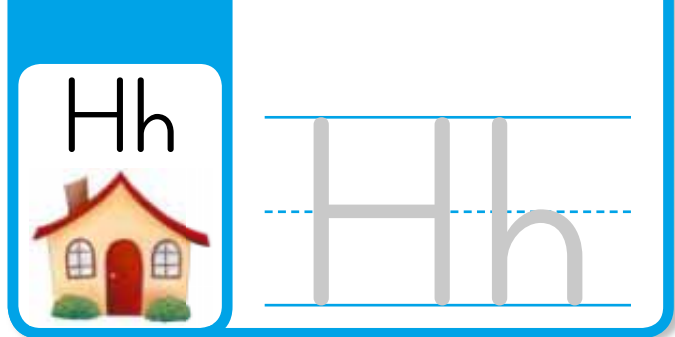


Read-Aloud
Trade Book

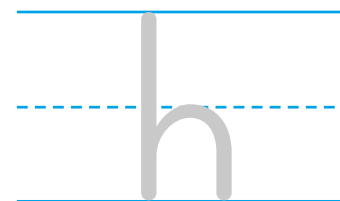


Decodable Reader





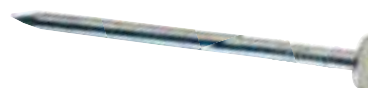
1.



2.



3.



Phonics: /h/h

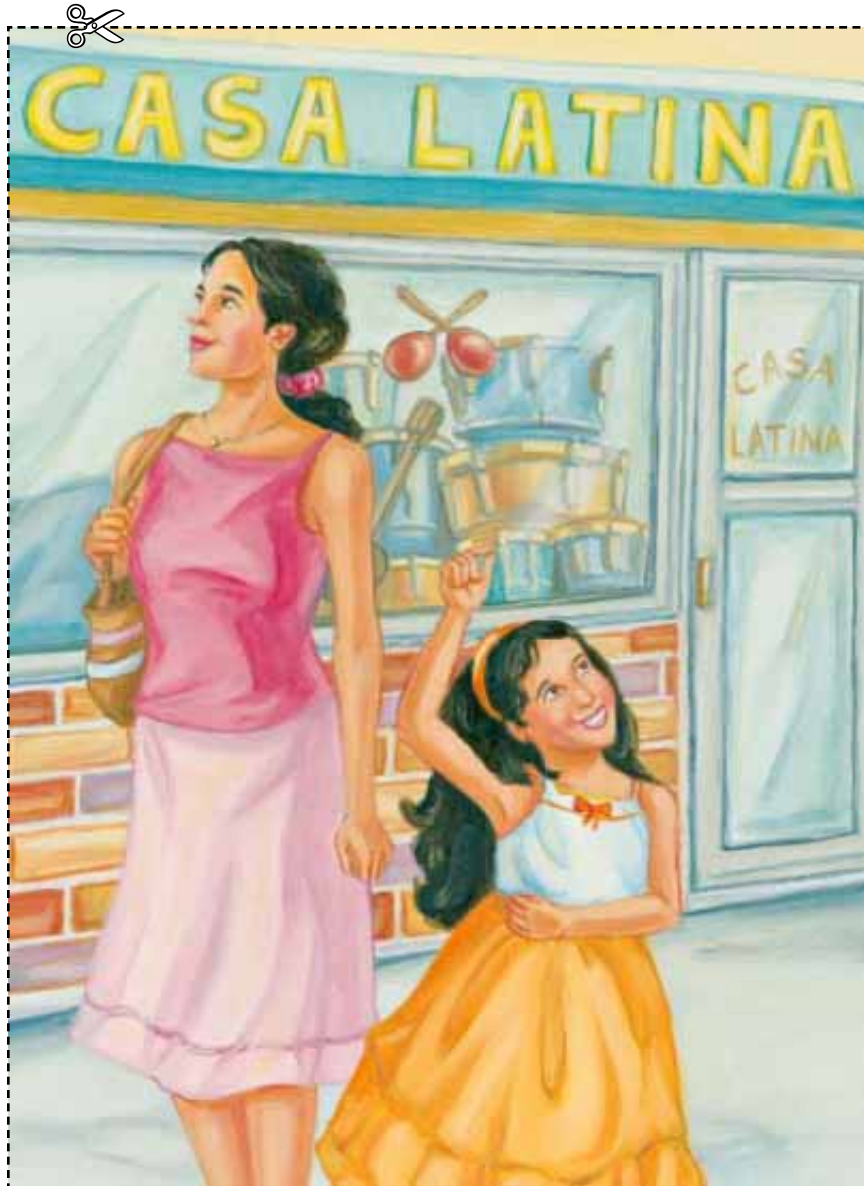
Say the name of each picture. Circle each picture whose name begins with the same sound as *house*. Write the letter.



At Home:

Ask your child to name each picture on the page that begins with the same sound as *house*.

Name _____



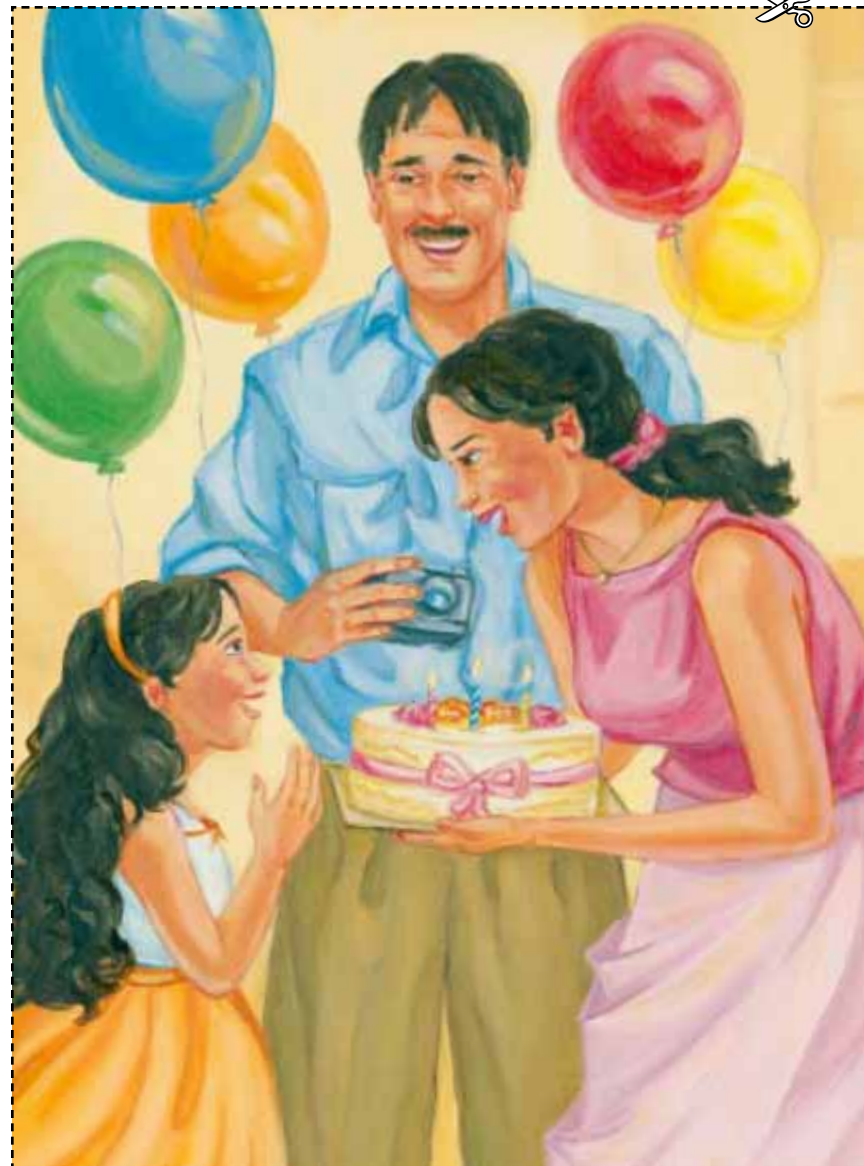
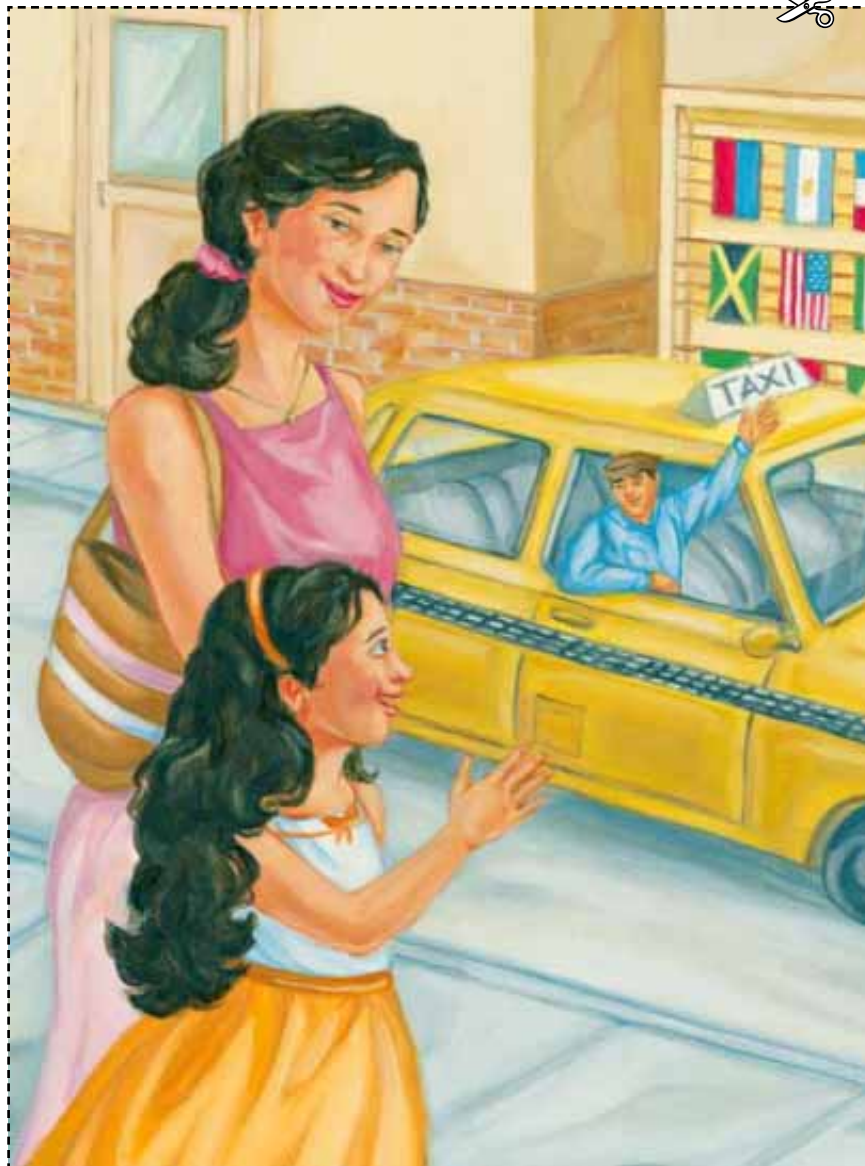
Comprehension: Retell *Alicia's Happy Day*

Cut out the pictures. Work with a partner to retell the story. Use both sides of the picture to talk about the people and places in Alicia's neighborhood.



At Home:

Ask your child to tell you what happens in the story, *Alicia's Happy Day*.



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Comprehension: Retell *Alicia's Happy Day*

Cut out the pictures. Work with a partner to retell the story. Use both sides of the picture to talk about the people and places in Alicia's neighborhood.



At Home:

Ask your child to tell you what happens in the story, *Alicia's Happy Day*.

Name _____



I am  for you.
happy

High-Frequency Words: *are, for, you*
Read the book aloud to a partner.
Reread for fluency.



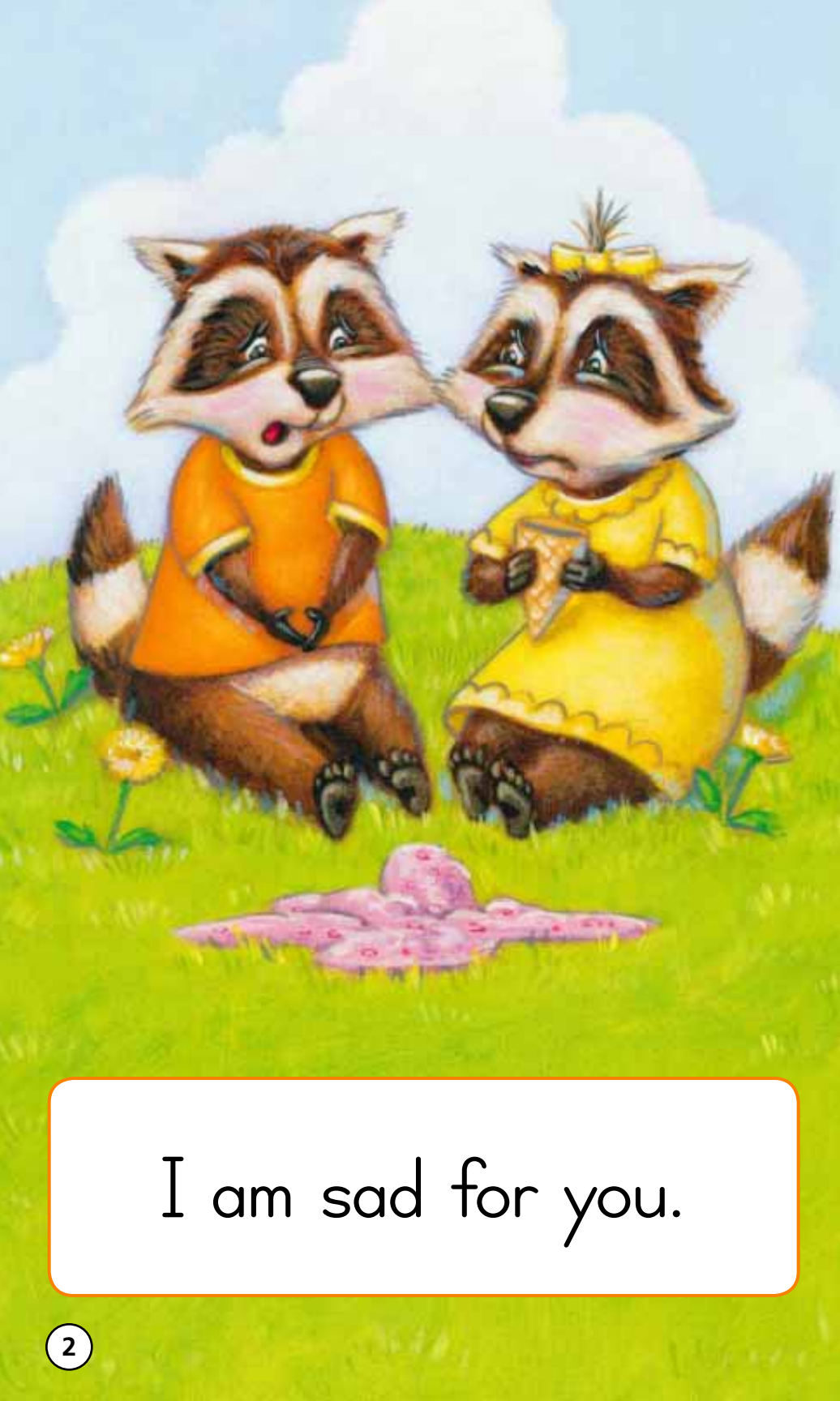
Take Home Book:
Ask your child to read
the book aloud to you.

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Are You?



Are you sad?



I am sad for you.



Are you  ?
happy

Name _____

Dd



Dd

Rr



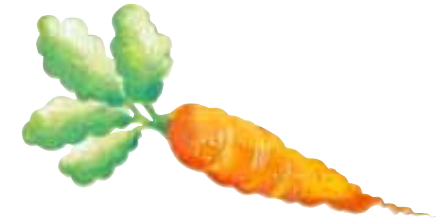
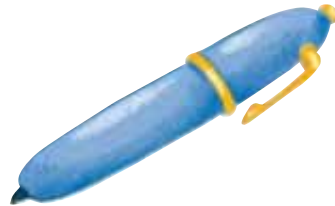
Rr



1.



2.



Phonics: /d/d/, /r/r/

1. Say the name of each picture. Write the letter if its name begins with the /d/ sound.

2. Say the name of each picture. Write the letter if its name begins with the /r/ sound.



At Home:

Ask your child to name each picture and its beginning letter and sound.



Sam cap pan

1.

Sam

Sam



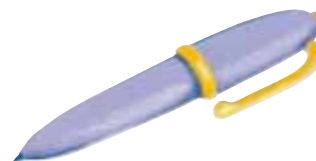
2.

cap



3.

pan



Phonics: Blending *am*, *ap*, *an*

Blend the sounds and say the word. Write the word. Circle the picture that goes with the word.



At Home:

Ask your child to blend the sounds to read each word.

Name _____



Comprehension: Retell

Look at the pictures. Listen to the story. *A bear and his mother go to the bakery. The bear wants a muffin. The bear eats the muffin.* Circle the picture that shows the beginning of the story. Retell the story to a partner.



At Home:

Ask your child to retell the story to you.



Name _____

1.



2.



Phonics: /h/h, /d/d, /r/r

Say the name of each picture. Then write the letter that stands for the sound you hear at the beginning of the word.



At Home:

Ask your child to name each picture and its beginning letter and sound.

ISBN 0-02-192112-1





Draw a picture of what you like to do on a rainy day.



B

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Printed in the United States of America

ISBN 0-02-192113-X/K

2 3 4 5 6 7 8 9 073 09 08 07 06

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At Home:

Use the cover of the Activity Book to talk about vocabulary words: *smallest*, *tallest*, *longest*.

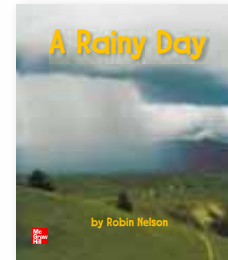
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What's New?

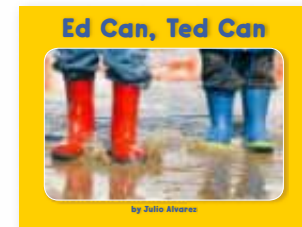
Letter to Know



Listen and Read



Big Book



Decodable Reader

Words to Know

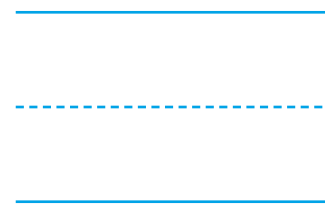
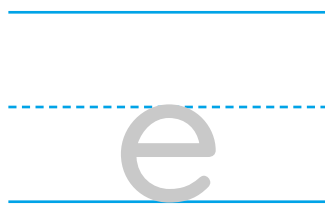
this

do





1.



2.



3.



Phonics: /e/e

Say the name of each picture. Write the letter that stands for the /e/ sound you hear at the beginning of the word. Repeat the names aloud.



At Home:

Ask your child to name each picture and its beginning letter and sound.

Name _____



1.



We like to do this.

The cat can nap.

2.



The cap is for Dad.

Ron is set to go.

Comprehension: Main Idea and Details

Tell what is happening in each picture. Read the sentences.
Circle the sentence that tells what the picture is mainly about.



At Home:

Ask your child to read the sentences
and tell what the pictures are about.



1.



We can sip.

Sam can pat the cat.

2.



We can play on a mat.

I have a hat for you.

Comprehension: Main Idea and Details

Tell what is happening in each picture. Read the sentences.
Circle the sentence that tells what the picture is mainly about.



At Home:

Ask your child to read the sentences
and tell what the pictures are about.

Name _____



I like to do this!

High-Frequency Words: *this, do*
Read the book aloud to a partner.
Reread for fluency.



Take Home Book:
Ask your child to read
the book aloud to you.

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I Can Do This



I can do this.



I can do this.



I can do this.

Name _____



Phonemic Awareness: /e/

Look at the picture. Say the name of each item. Circle the item if its name begins with the same sound you hear at the beginning of egg.



At Home:

Ask your child to point to and name all the items in the picture that begin with the same sound as egg.



Ed pet ten

1.



I am

Ed

2.



I have a

3.



I am

Phonics: Blending e

Blend the sounds and say the word. Read the sentence. Write the word that completes the sentence. Read the sentence again.



At Home:

Ask your child to read the sentences aloud.

Name _____



1.



The pup is for you.

Tim can play and hop.

2.



It is hot, hot, hot.

Cam and Tom can play.



Comprehension: Main Idea and Details

Tell what is happening in each picture. Read the sentences.
Circle the sentence that tells what the picture is mainly about.



At Home:

Ask your child to read the sentences
and tell what the pictures are about.



1.









2.











Phonics: /e/e

Say the name of each picture. Write the letter below the picture if its name begins with the /e/ sound.



At Home:

Ask your child to name each picture that begins with the same sound as egg.

What's New?

Letters to Know



Listen and Read



Big Book



Decodable Reader

Words to Know

and

what





Bb



Bb

1.



b us



at

2.



ed



ag

3.



all



ook

Phonics: /b/b

Say the name of each picture. Write the letter that stands for the /b/ sound you hear at the beginning of the word. Repeat the names aloud.



At Home:

Ask your child to name each picture and its beginning letter and sound.

Name _____



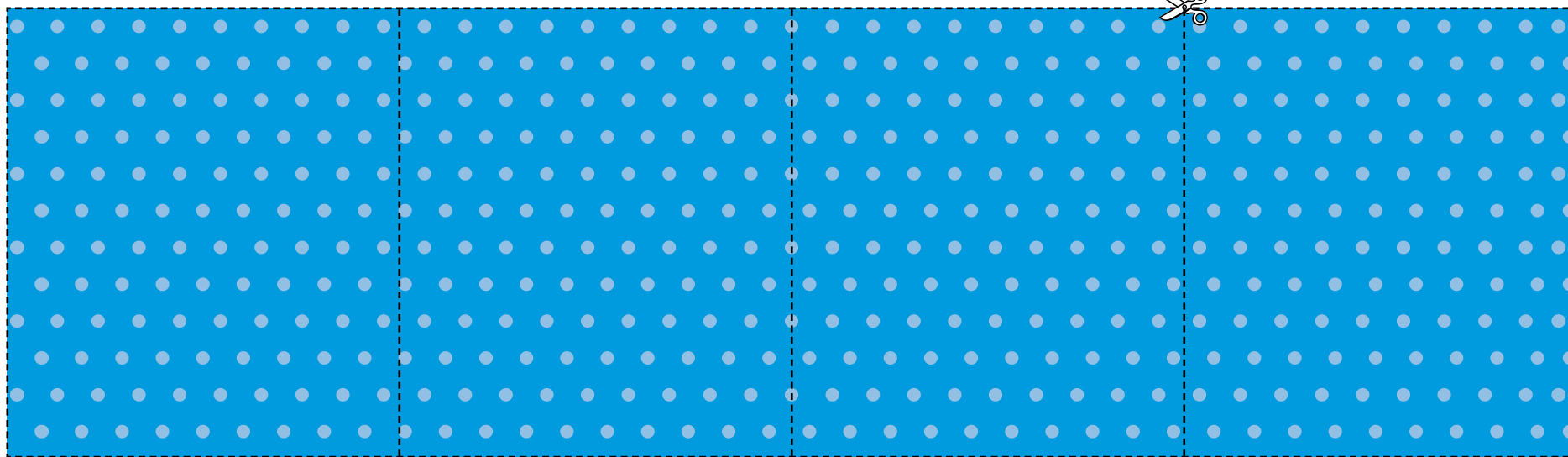
Comprehension: Setting

Cut out the pictures of the girl. Tell what she is wearing and what weather she is dressed for. Then look at the two scenes at the top of the page. Tell what the weather is like. Glue the correct picture of the girl in each setting.



At Home:

Ask your child to tell what the girl is doing in each picture and what the weather is like.



Comprehension: Setting

Cut out the pictures of the girl. Tell what she is wearing and what weather she is dressed for. Then look at the two scenes at the top of the page. Tell what the weather is like. Glue the correct picture of the girl in each setting.



At Home:

Ask your child to tell what the girl is doing in each picture and what the weather is like.

Name _____



I see Cam and Sam.

High-Frequency Words: *and, what*
Read the book aloud to a partner.
Reread for fluency.



Take Home Book:
Ask your child to read
the book aloud to you.

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What Do I Have?



I have a cap and a bat.

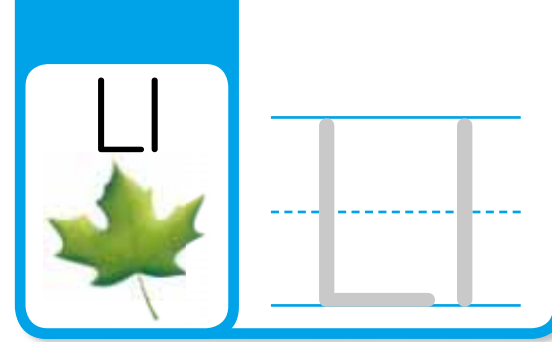


What can I do?

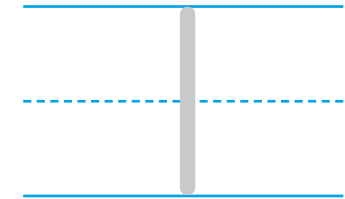


I can hit and run.

Name _____



1.



2.



3.



Phonics: /l/

Say the name of each picture. Circle each picture whose name begins with the same sound as *leaf*. Write the letter.



At Home:

Ask your child to name each picture on the page that begins with the same sound as *leaf*.



Bob Ben lot

1.



I am

Bob.

2.



This is

_____.

3.



I like Ben a

_____!

Phonics: Blending *b, l*

Blend the sounds and say the word. Read the sentence. Write the word to complete the sentence. Read the sentence again.



At Home:

Ask your child to read the sentences aloud.

Name _____



1.



2.



Comprehension: Setting

Look at the picture on the left. Draw a line to the picture on the right that shows the correct setting.



At Home:

Ask your child to tell you what each animal is dressed to do.



1.









2.











Phonics: /b/b, /l/l

Say the name of each picture. Then write the letter that stands for the sound you hear at the beginning of the word.



At Home:

Ask your child to name each picture and its beginning letter and sound.

What's New?

Letters to Know



Words to Know

this

do

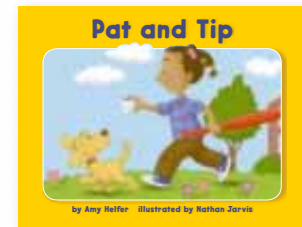
and

what

Listen and Read



Read-Aloud
Trade Book



Decodable Reader

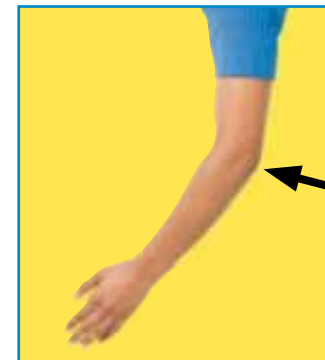




1.



e



2.



Phonics: /e/e

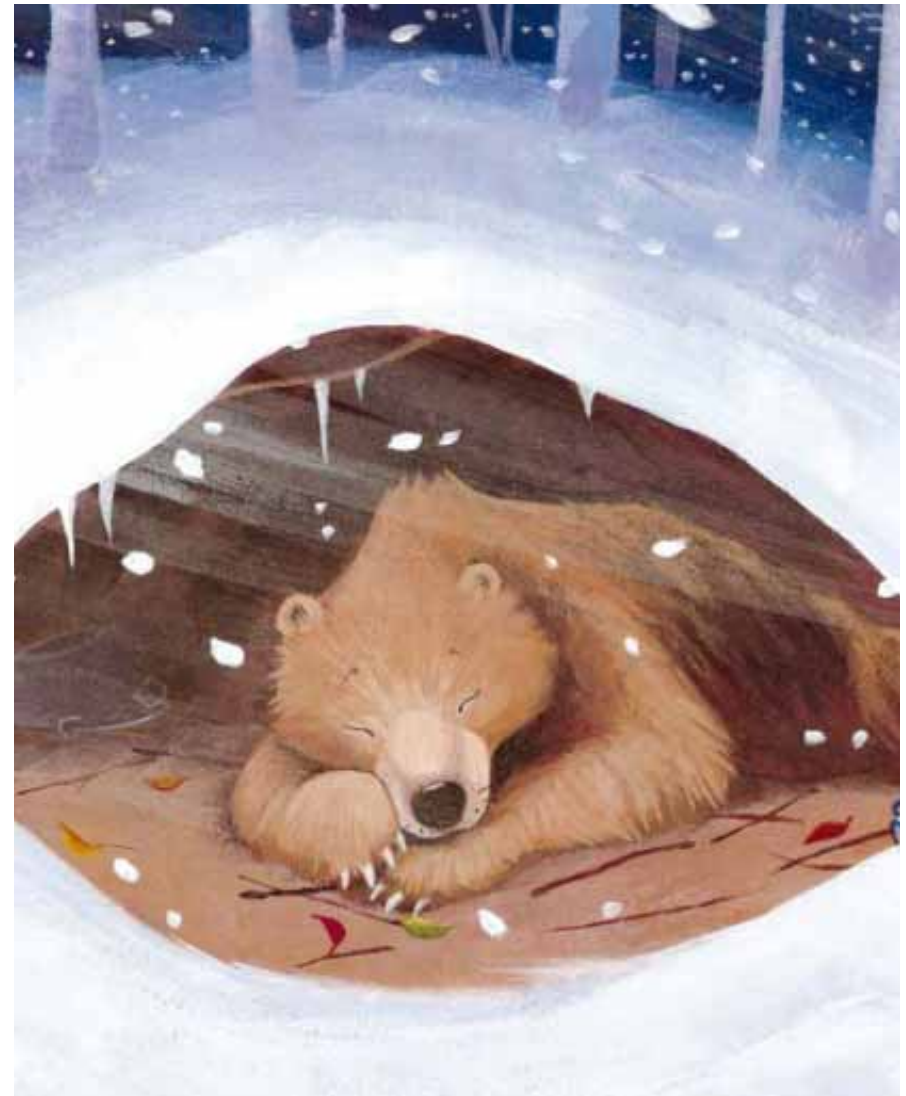
Say the name of each picture. Write the letter if its name begins with the /e/ sound. Repeat the names aloud.



At Home:

Ask your child to name each picture and its beginning letter and sound.

Name _____



Comprehension: Fantasy/Reality *Bear Snores On*

Look at each picture. Circle the picture that shows something that might really happen. Draw a line under the picture that is make-believe.



At Home:

Ask your child to tell what is happening in each picture and if it could really happen or if it is make-believe.



1.



2.



3.



Vocabulary: Words That Compare

1. Circle the smallest sun.
2. Circle the tallest snowman.
3. Circle the longest sled.



At Home:

Ask your child to talk about the size of the objects in each row.

Name _____



I can nap.

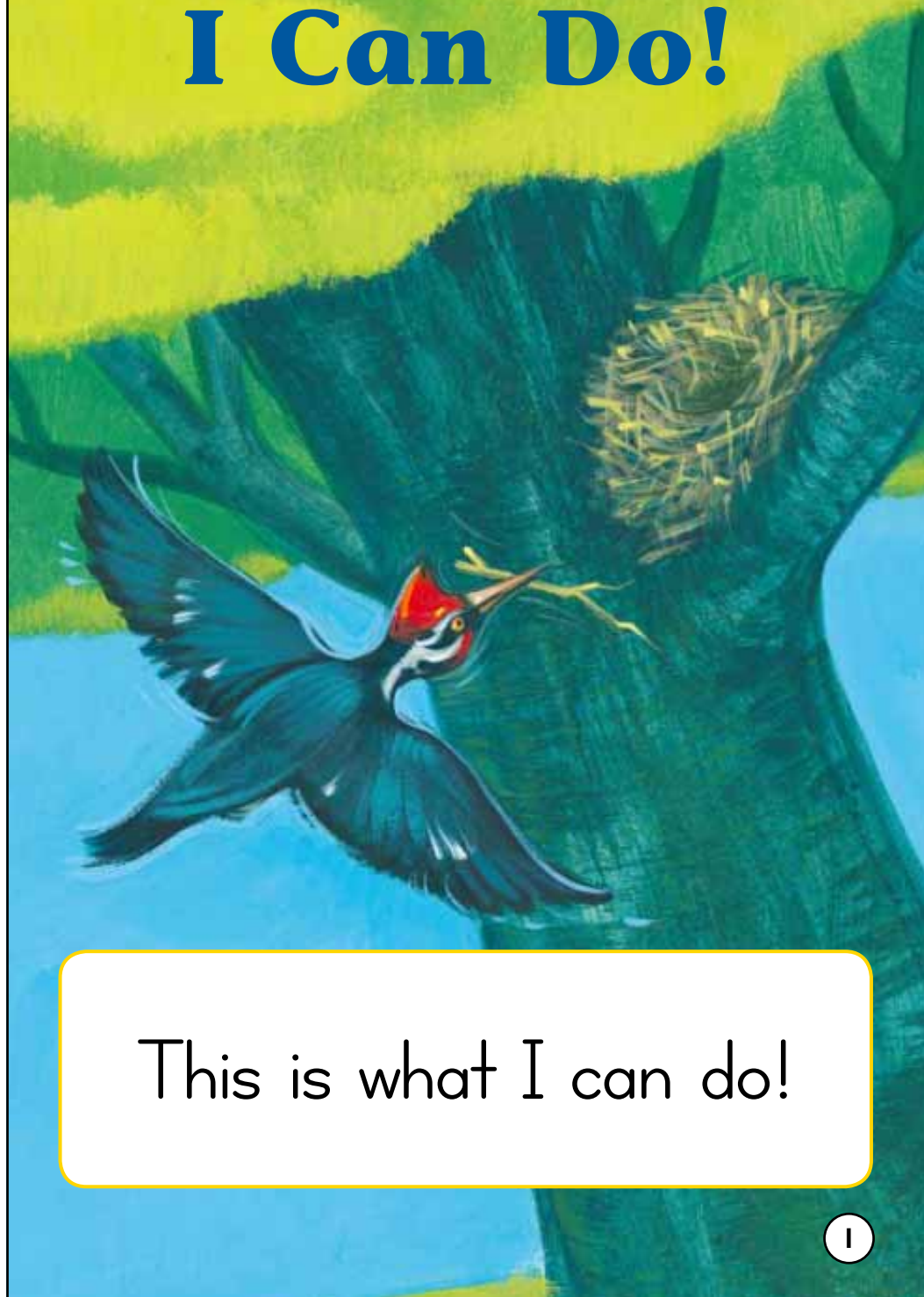
High-Frequency Words: *this, do, and, what*
Read the book aloud to a partner.
Reread for fluency.



Take Home Book:
Ask your child to read
the book aloud to you.

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This Is What I Can Do!



This is what I can do!



I can tap and tap.



This is what I can do!

Name _____

Bb



Bb

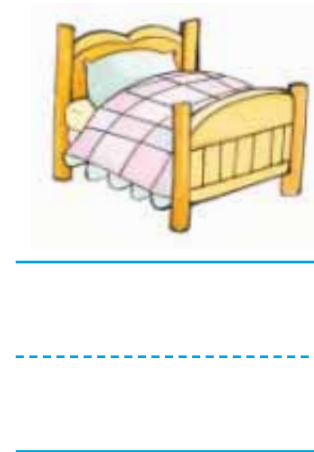
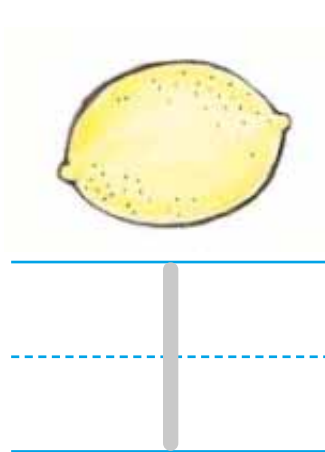
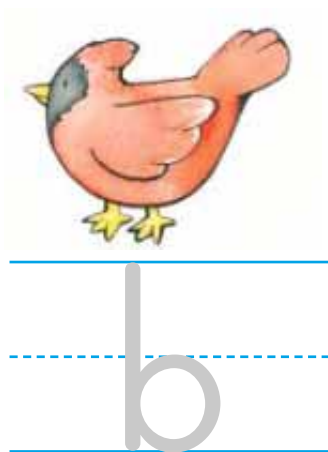
Ll



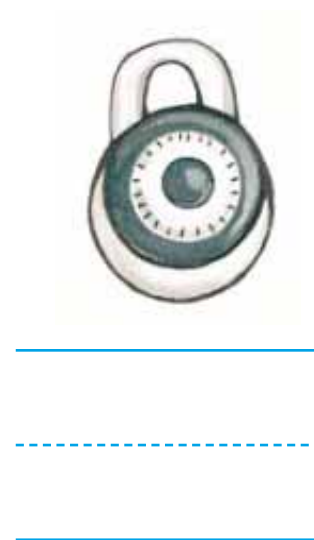
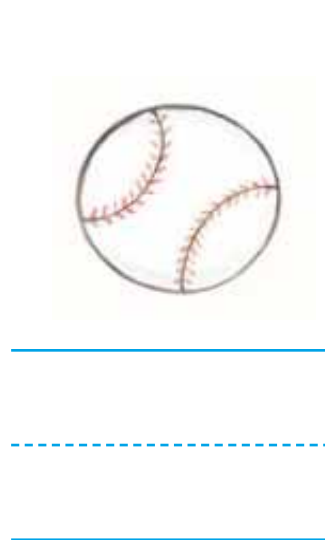
Ll



1.



2.



Phonics: /b/b, /l/l

Say the name of each picture. Then write the letter that stands for the sound you hear at the beginning of the word. Repeat the names aloud.



At Home:

Ask your child to name each picture and its beginning letter and sound.



sip sit rip

1.



Sid can sip .

2.



Sid can .

3.



Sid can .

Phonics: Blending *ip, it*

Blend the sounds and say the word. Read the sentence. Write the word that completes each sentence. Read the sentence again.



At Home:

Ask your child to read the sentences aloud.

Name _____



Comprehension: Fantasy and Reality

Look at each picture. Circle the picture that shows something that might really happen. Draw a line under the picture that is make-believe.



At Home:

Ask your child to tell what is happening in each picture and if it could really happen or if it is make-believe.



Name _____

1.



2.



Phonics: /e/e, /b/b, /l/l

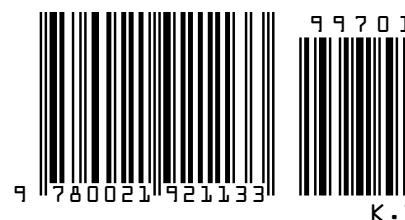
Say the name of each picture. Then write the letter that stands for the sound you hear at the beginning of the word.



At Home:

Ask your child to name each picture and its beginning letter and sound.

ISBN 0-02-192113-X





Draw a picture of a plant you see at school or home.



B

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At Home:

Use the cover of the Activity Book to talk about vocabulary words: *top*, *middle*, *bottom*.

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What's New?

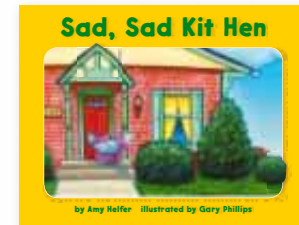
Letter to Know



Listen and Read



Big Book



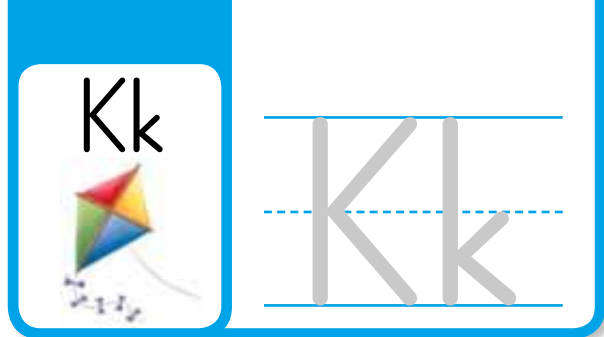
Decodable Reader

Words to Know

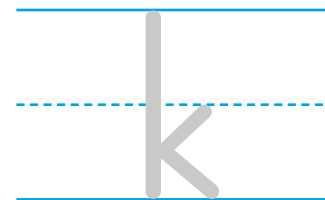
little

said





1.



2.



3.



Phonics: /k/k

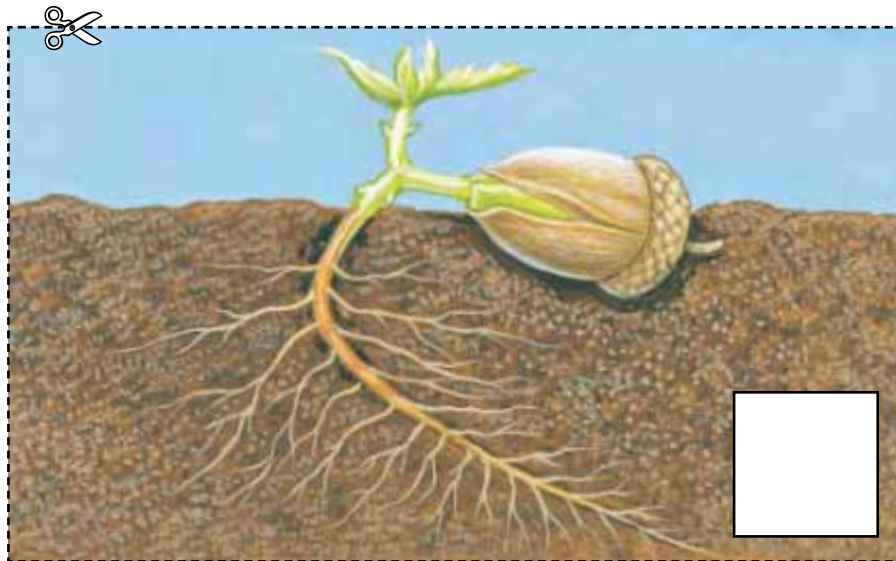
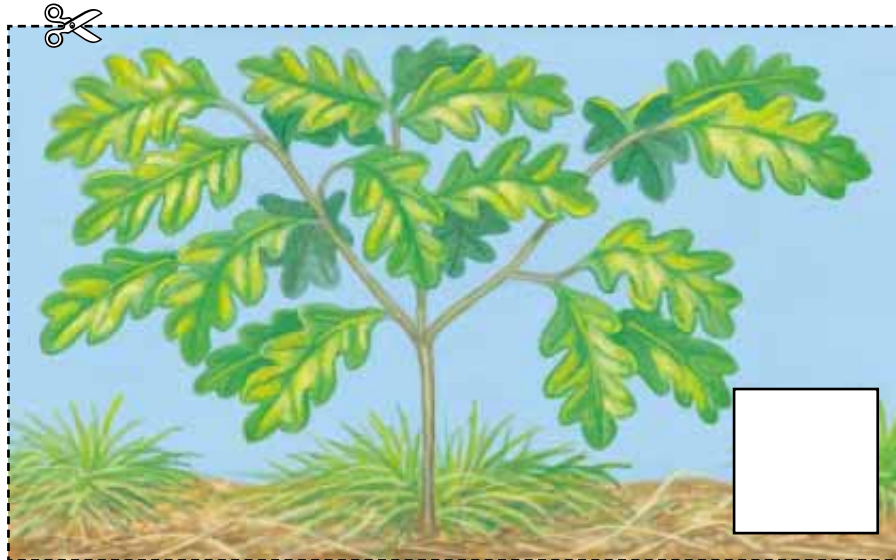
Say the name of each picture. Circle each picture whose name begins with the same sound as *kite*. Write the letter.



At Home:

Ask your child to name each picture on the page that begins with the same sound as *kite*.

Name _____



Comprehension: Sequence Oak Trees

Look at the pictures. Write 1, 2, 3, and 4 to show how an oak tree grows.
Cut out the pictures. Put them in correct order. Use the story to help you.



At Home:

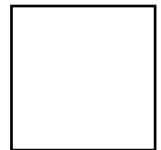
Ask your child to tell you how an oak tree grows.



acorn



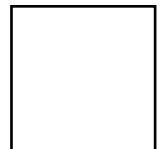
small tree



roots



stem



Comprehension: Sequence *Oak Trees*

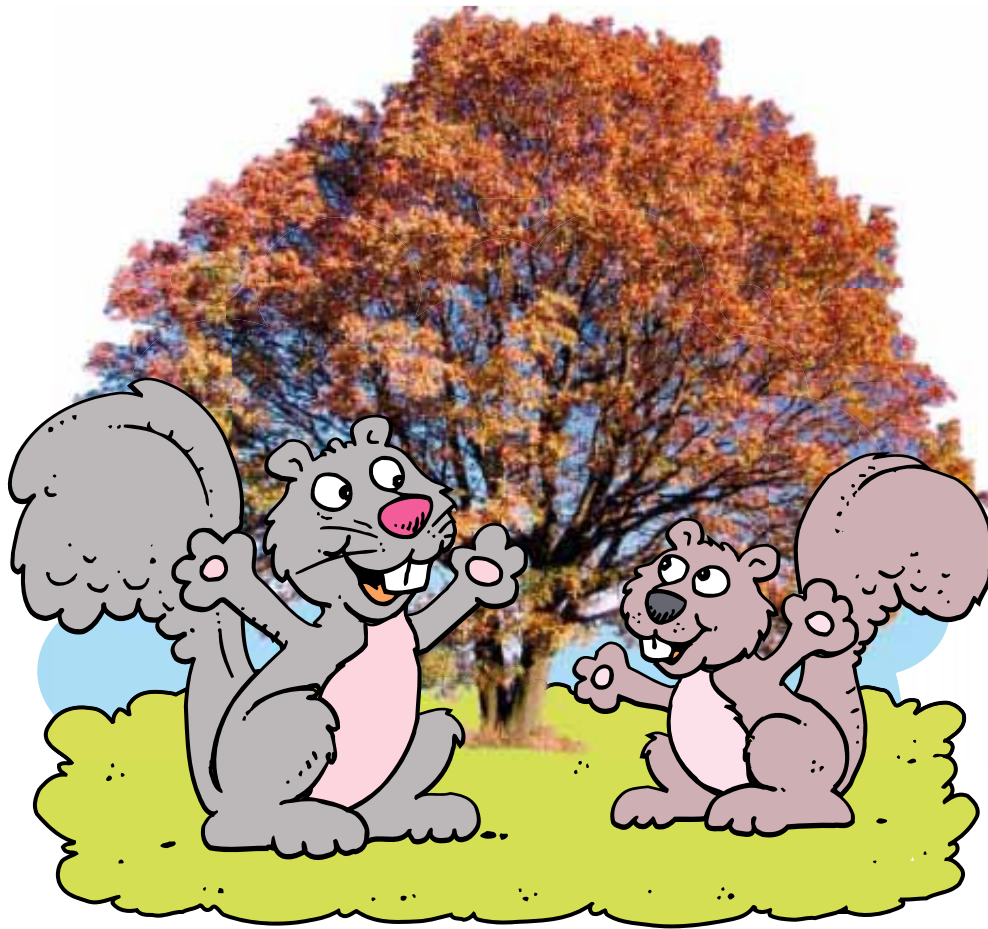
Look at each word. Write 1, 2, 3, and 4 to show how an oak tree grows. Cut out each word card. Put them in correct order. Use the story to help you.



At Home:

Ask your child to tell you how an oak tree grows.

Name _____



Mom said, "I see a ."

tree

High-Frequency Words: *little, said*
Read the book aloud to a partner.
Reread for fluency.



Take Home Book:
Ask your child to read
the book aloud to you.

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A Little



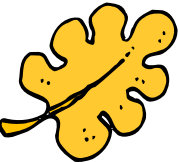
acorn



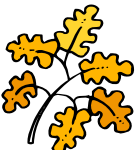
I have a little .

acorn



I have a little  .
leaf



I have a little  .
branch

Name _____



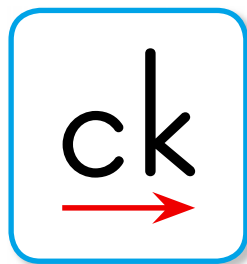
Phonemic Awareness: /k/

Look at the picture. Say the name of each item. Circle the item if its name begins with the same sound you hear at the beginning of *kite*.



At Home:

Ask your child to point to and name all the items in the picture that begin with the same sound as *kite*.



1.



du ck



so

2.



ki



ro

3.



ta



si

Phonics: Blending with ck

Say the name of each picture. Write the letters that stand for the /k/ sound you hear at the end of the word. Blend the sounds and say the word.



At Home:

Ask your child to blend the sounds to read each word.

Name _____



1.







2.









Comprehension: Sequence

Look at the pictures in each row. Write 1, 2, and 3 to show what happened first, next, and last.



At Home:

Ask your child to tell you what happened first, next, and last.



1.









2.











Phonics: /k/k, /k/ck

Say the name of each picture. Write the letter *k* below the picture if its name begins with the /k/ sound. Write the letters *ck* below the picture if its name ends with the /k/ sound. Repeat the names aloud.



At Home:

Ask your child to name each picture. Have your child tell you whether each word begins or ends with the *k* sound.

What's New?

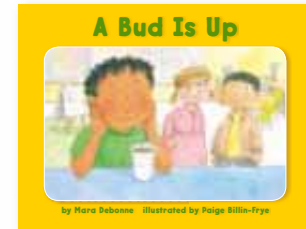
Letter to Know



Listen and Read



Big Book



Decodable Reader

Words to Know

here

was





Uu



Uu

1.



u



2.



3.



Phonics: /u/u

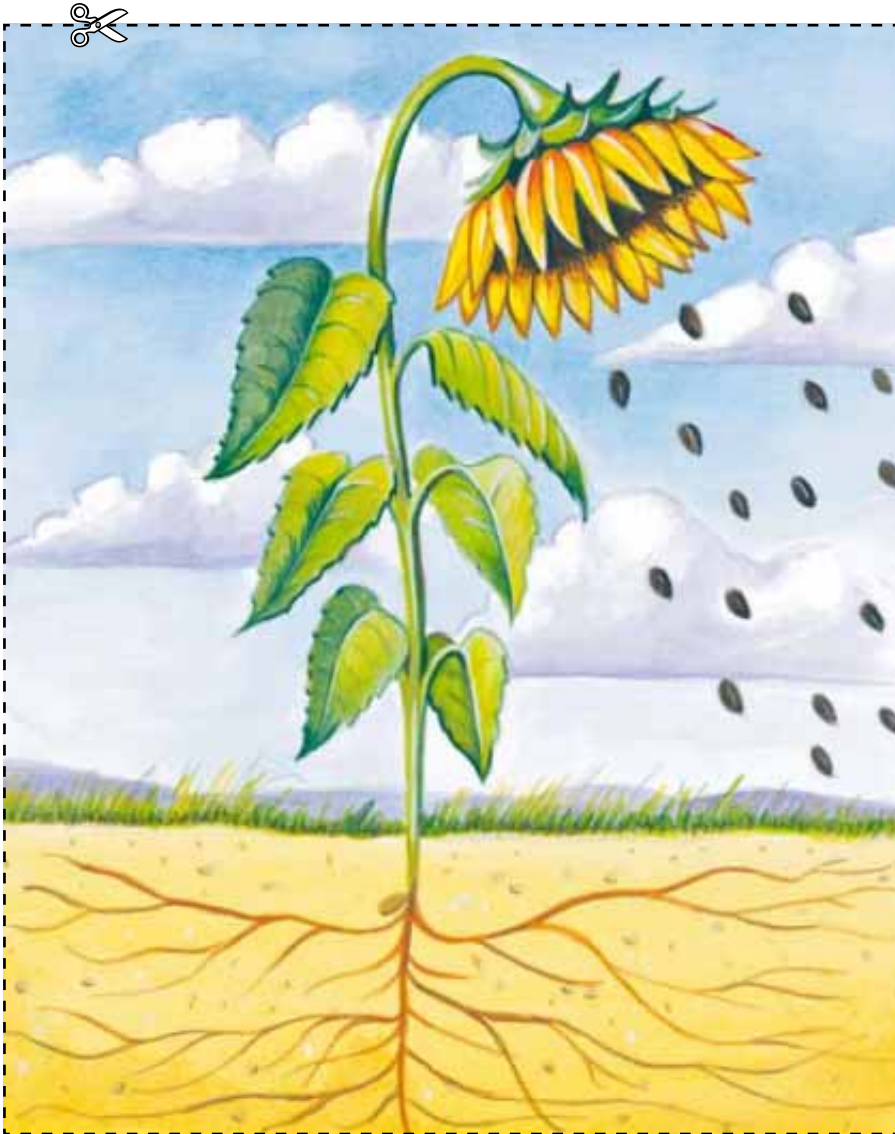
Say the name of each picture. Write the letter that stands for the /u/ sound you hear at the beginning of the word. Repeat the names aloud.



At Home:

Ask your child to name each picture and its beginning letter and sound.

Name _____



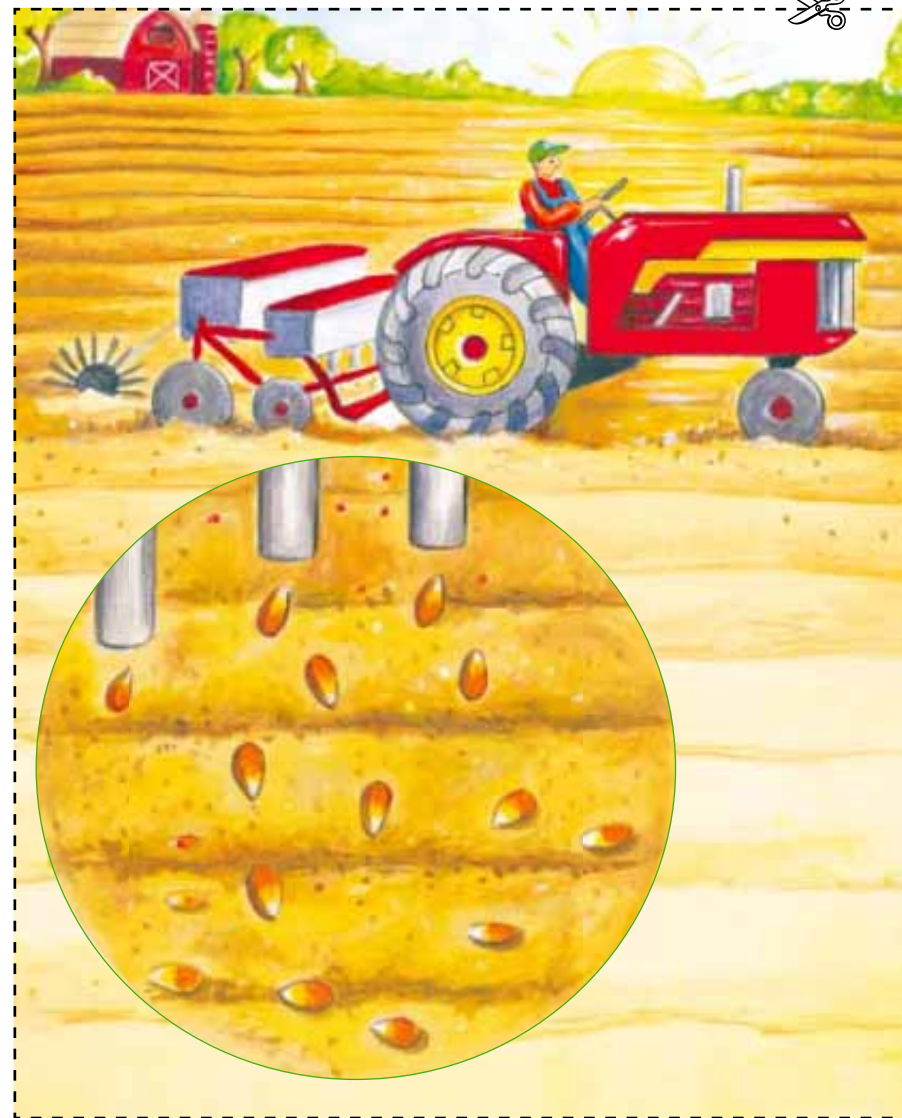
Comprehension: Retell Seed Secrets

Cut out the pictures. Work with a partner and use the pictures to retell how seeds travel.



At Home:

Ask your child to use the pictures to retell how seeds travel in the story, *Seed Secrets*.



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Comprehension: Retell Seed Secrets

Work with a partner and use the pictures to retell how seeds travel.



At Home:

Ask your child to use the pictures to retell how seeds travel in the story, *Seed Secrets*.

Name _____



Here is Kip!

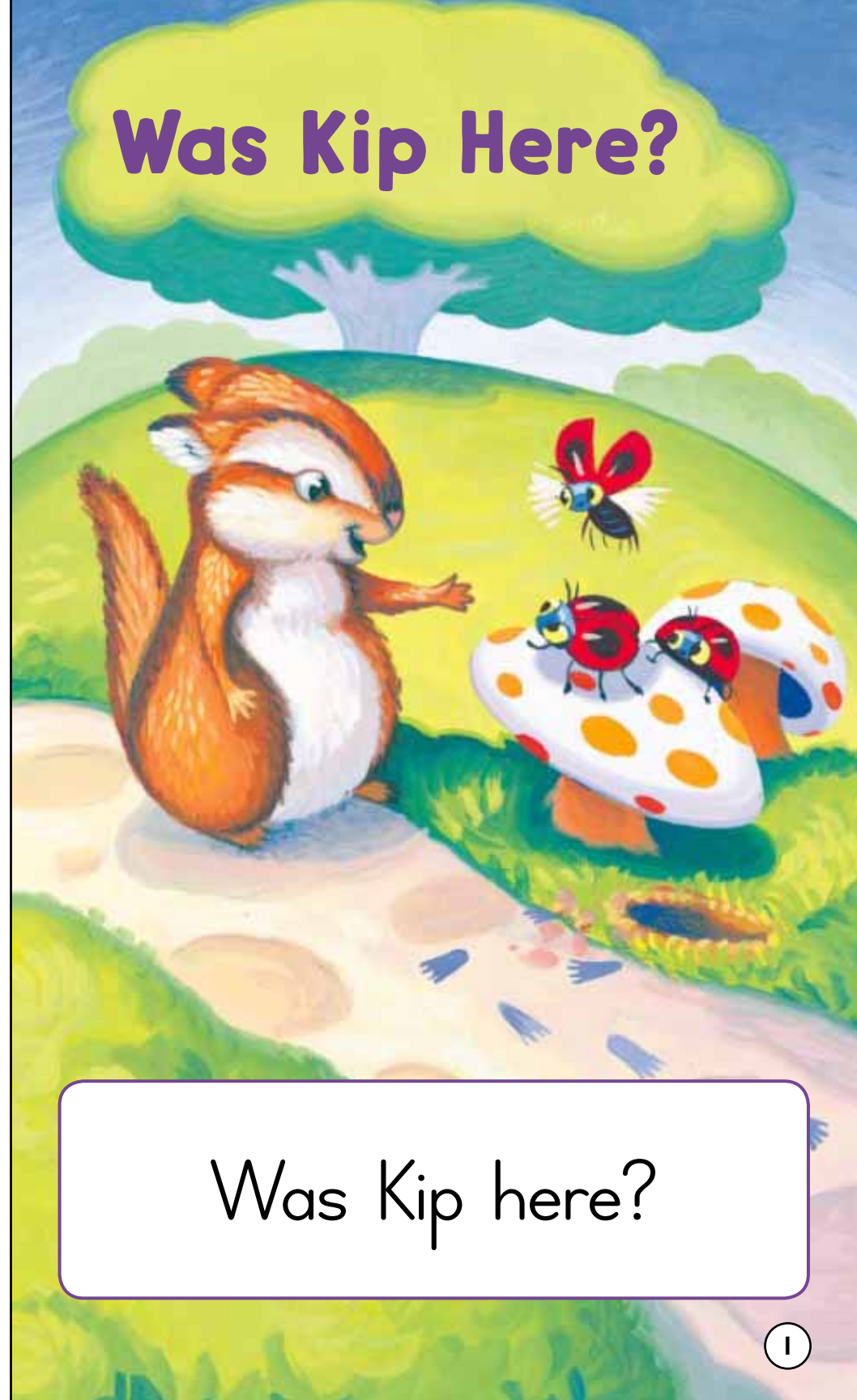
High-Frequency Words: *here, was*
Read the book aloud to a partner.
Reread for fluency.



Take Home Book:
Ask your child to read
the book aloud to you.

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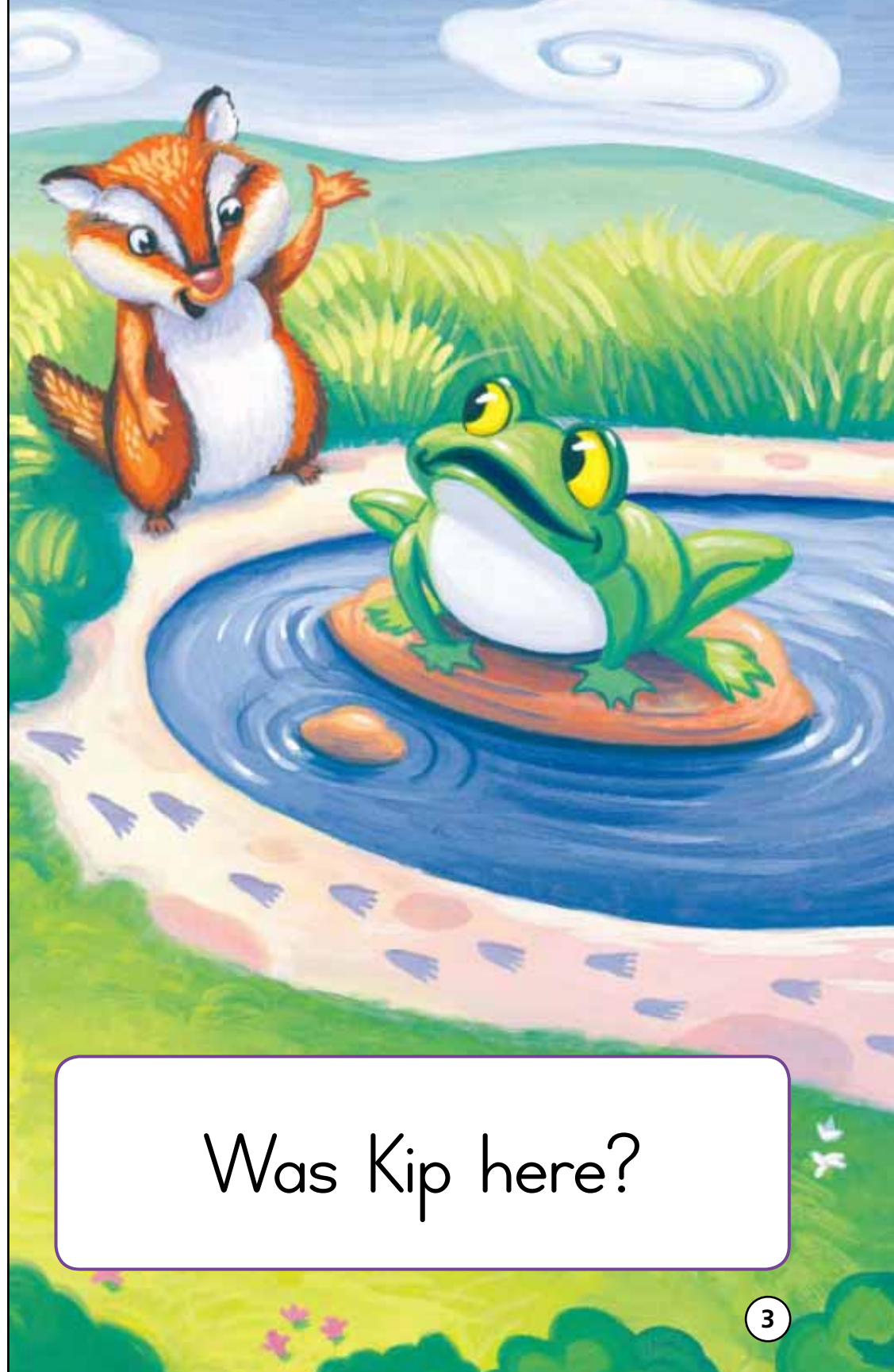
Was Kip Here?



Was Kip here?



Kip was here.



Was Kip here?

Name _____



Phonemic Awareness: /u/

Look at the picture. Say the name of each item. Circle the item if its name begins with the same sound you hear in *umbrella*.



At Home:

Ask your child to point to and name all the items in the picture that begin with the same sound as *umbrella*.



cup sun nut

1.

cup

cup



2.

sun



3.

nut



Phonics: Blending u

Blend the sounds and say the word. Write the word. Repeat the word.



At Home:

Ask your child to blend the sounds to read each word.

Name _____



Comprehension: Retell

Look at the pictures and listen to the story. *The two skunks see flowers. They each pick a bunch of flowers. They give the flowers to their mother.* Retell the story to a partner.

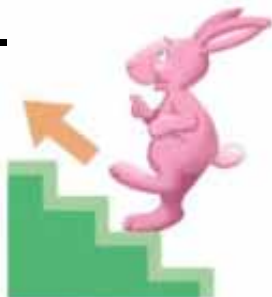


At Home:

Ask your child to retell the story to you.



1.



2.



Phonics: /u/u

Say the name of each picture. Write the letter below the picture if its name begins with the /u/ sound. Repeat the names aloud.



At Home:

Ask your child to name each picture that begins with the same sound as *umbrella*.

What's New?

Letters to Know



Listen and Read



Read-Aloud
Trade Book



Decodable Reader

Words to Know

little

said

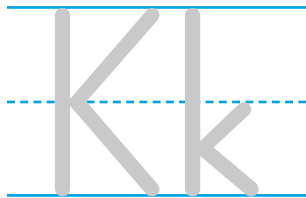
here

was

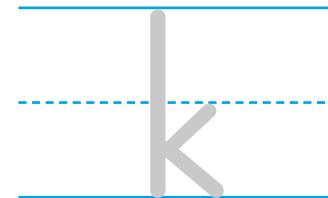




Kk



1.



2.



3.



Phonics: /k/k

Say the name of each picture. Circle each picture whose name begins with the same sound as *kite*. Write the letter.



At Home:

Ask your child to name each picture on the page that begins with the same sound as *kite*.

Name _____



1.



2.



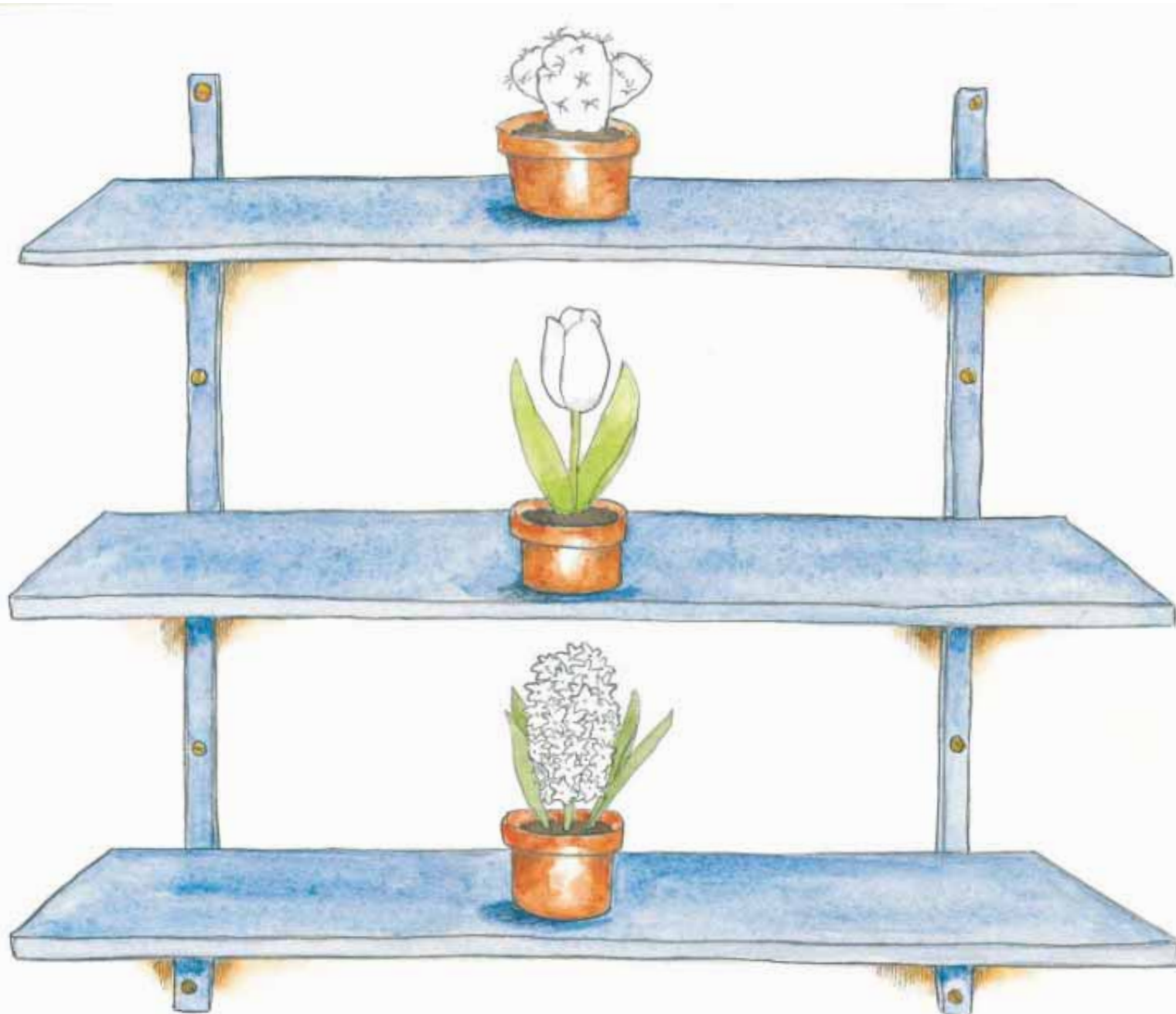
Comprehension: Draw Conclusions

1. Look at the top picture. Draw a line to the picture below that shows where the dog is going.
2. Look at the top picture. Draw a line to the picture below that shows what the cat sees the next morning.



At Home:

Ask your child to tell a story about the pictures.

**Vocabulary: *top, middle, bottom***

Point to the top, middle, and bottom shelves. Color the plant on the top shelf green. Color the plant on the middle shelf red. Color the plant on the bottom shelf blue.

**At Home:**

Ask your child to point to each plant and tell whether it is on the top, middle, or bottom shelf.

Name _____



"I like it," said Nick.

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High-Frequency Words: *little, said, here, was*
Read the book aloud to a partner.
Reread for fluency.



Take Home Book:
Ask your child to read
the book aloud to you.

Little Red



Here is a little  .
apple



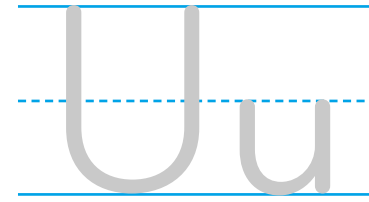
It was a  seed .



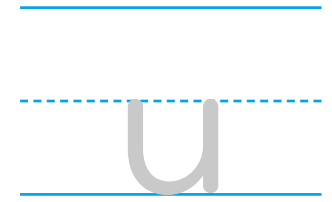
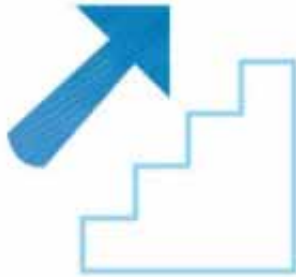
It is red.

Name _____

Uu



1.



2.



3.



Phonics: /u/u

Say the name of each picture. Circle each picture whose name begins with the same sound as *umbrella*. Write the letter.



At Home:

Ask your child to name each picture on the page that begins with the same sound as *umbrella*.



duck sick hop

1.

duck

duck



2.

sick



3.

hop



Phonics: Blending u

Blend the sounds and say the word. Write the word. Repeat the word.



At Home:

Ask your child to blend the sounds to read each word.

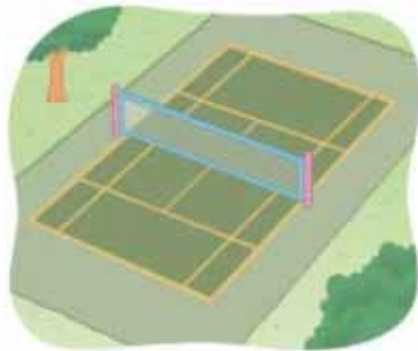
Name _____



1.



2.



Comprehension: Draw Conclusions

1. Look at the top picture. Draw a line to the picture below that shows where the penguins are going.
2. Look at the top picture. Draw a line to the picture below that shows what the tigers will do.



At Home:

Ask your child to talk about what is happening in the pictures.



Name _____

1.



2.



Phonics: /k/k, /u/u

Say the name of each picture. Then write the letter that stands for the sound you hear at the beginning of the word.



At Home:

Ask your child to name each picture and its beginning letter and sound.

ISBN 0-02-192114-8



K.8



Draw a picture of an amazing creature.



B

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At Home:

Use the cover of the Activity Book to talk about vocabulary words: *thin, fat, short, tall, big, small.*

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What's New?

Letters to Know



Listen and Read



Big Book



Decodable Reader

Words to Know

she

he





1.



goat



girl

2.



game



gift

3.



gate



gus

Phonics: /g/g

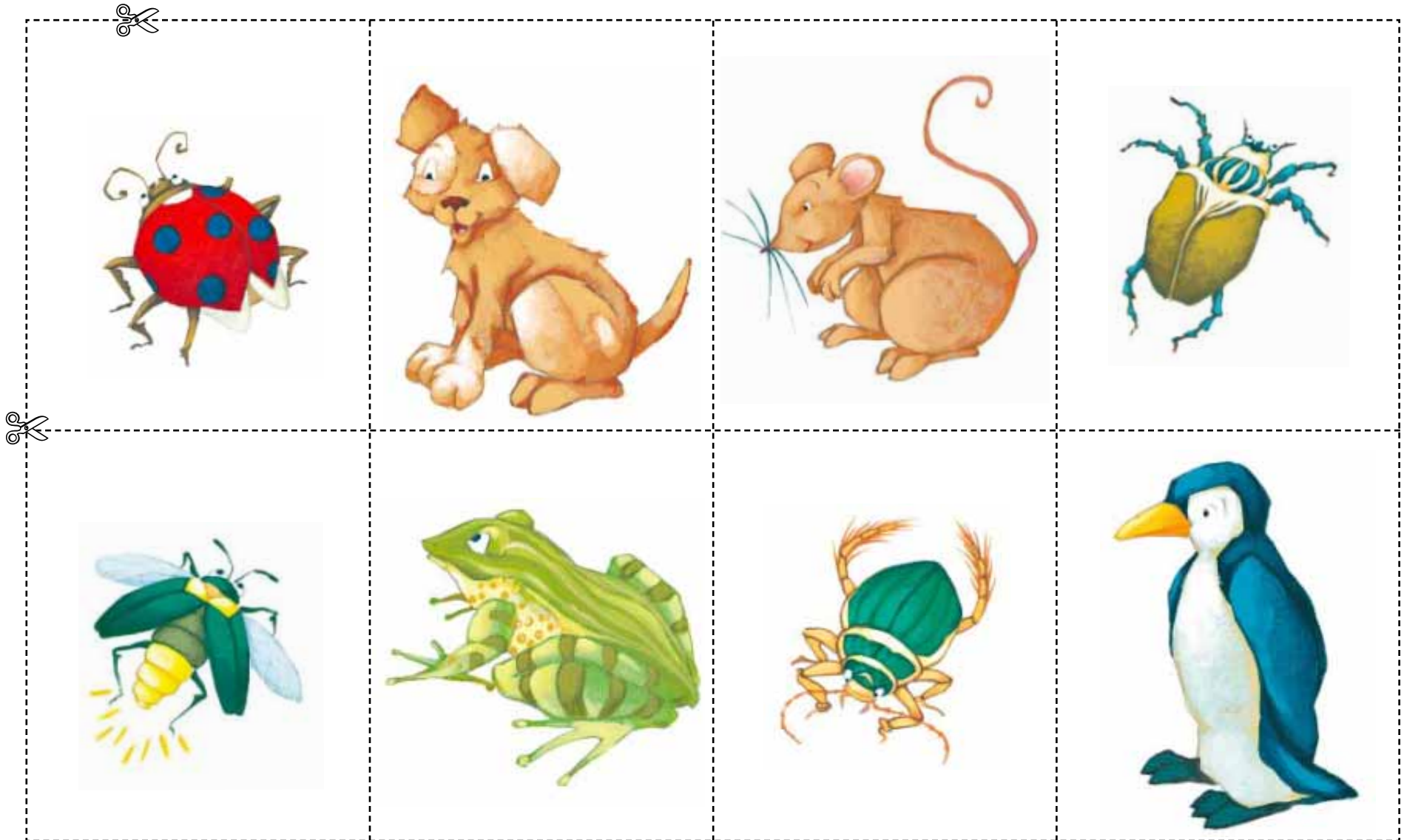
Say the name of each picture. Write the letter that stands for the /g/ sound you hear at the beginning of the word. Repeat the names aloud.



At Home:

Ask your child to name each picture and its beginning letter and sound.

Name _____



Comprehension: Classify and Categorize Beetles

Cut out the pictures. Sort the animals into groups of *beetles* and *not beetles*. Name the animals in each group.



At Home:

Ask your child to name the animals and tell how he or she sorted them.



Goliath beetle	mouse	dog	ladybug
penguin	water beetle	frog	firefly

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Comprehension: Classify and Categorize *Beetles*

Use the pictures on the back to help you identify the animal name.
Sort them into groups of *insects* and *not insects*.



At Home:

Ask your child to name the animals
and tell how he or she sorted them.

Name _____



We can play.

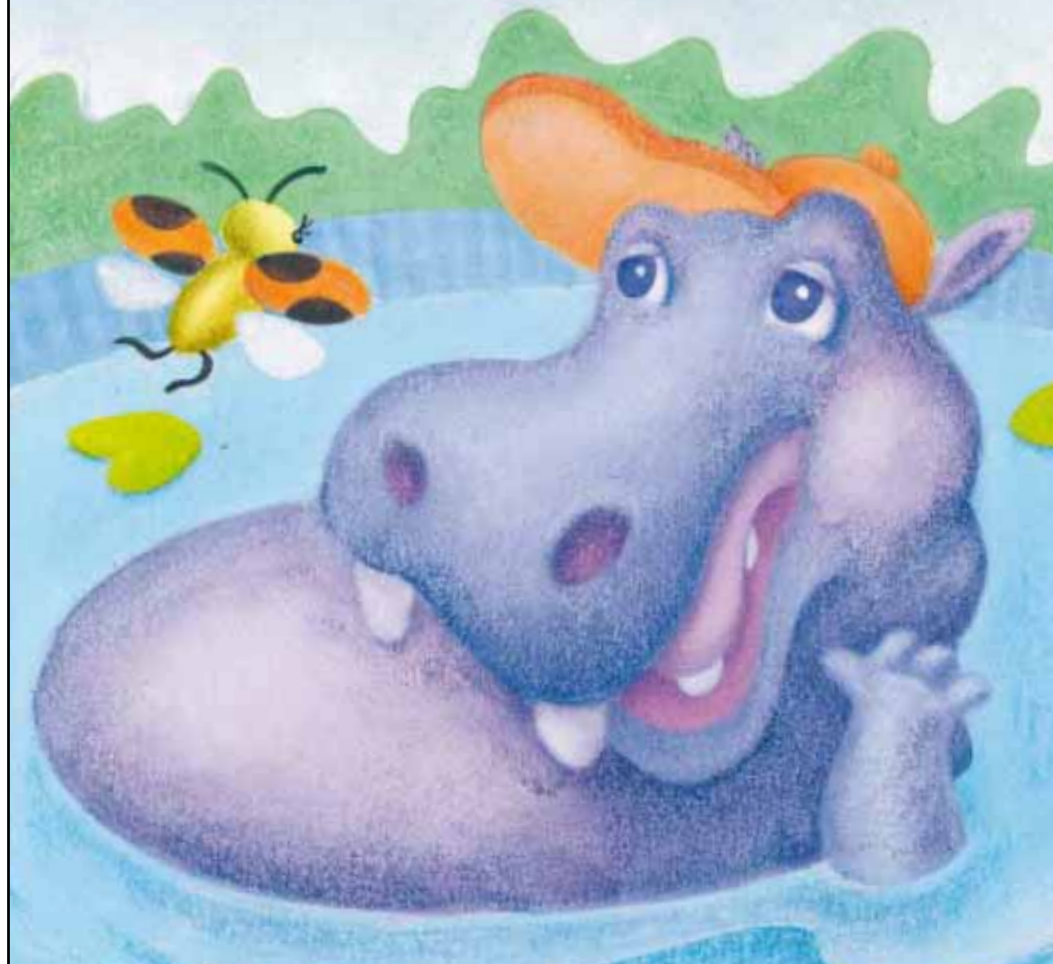
High-Frequency Words: *she, he*
Read the book aloud to a partner.
Reread for fluency.



Take Home Book:
Ask your child to read
the book aloud to you.

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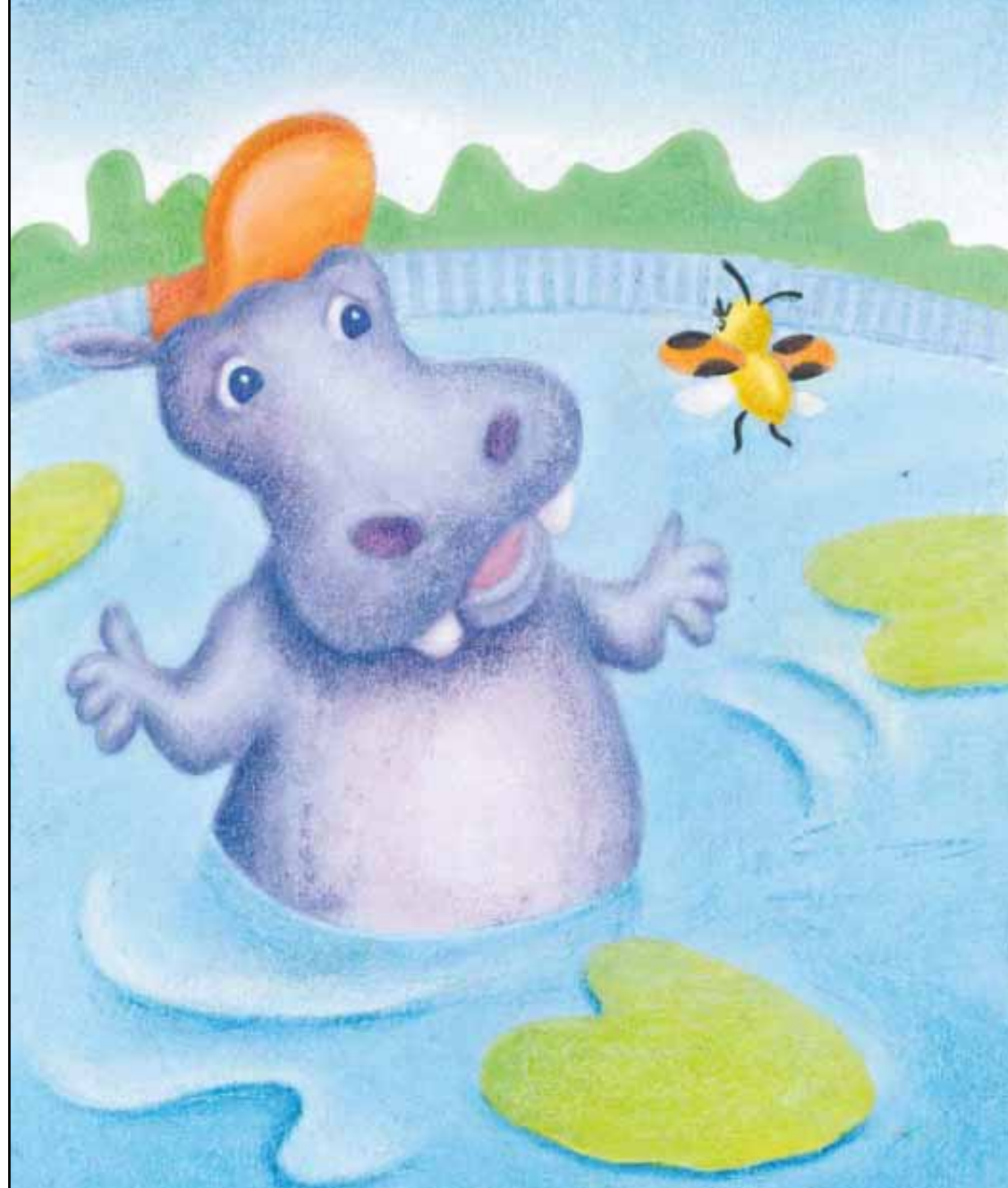
He Said, She Said



He said, "I am big".



She said, "I am little".

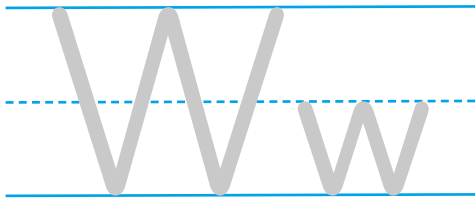


What can we do?

Name _____

Ww







1.





2.





3.





Phonics: /w/w

Say the name of each picture. Write the letter that stands for the /w/ sound you hear at the beginning of the word. Repeat the names aloud.



At Home:

Ask your child to name each picture and its beginning letter and sound.



wig web bug

1.

wig

wig



2.

web



3.

bug



Phonics: Blending w, g

Blend the sounds and say the word. Write the word.
Then circle the picture that goes with the word.



At Home:

Ask your child to blend the letter sounds to read each word.

Name _____



1.



2.



3.



Comprehension: Classify and Categorize

Look at the pictures in each row. Draw an X on the animal that does not belong. Tell why it does not belong.



At Home:

Ask your child to tell you which animal does not belong and why.



1.



2.



Phonics: /g/g, /w/w

Say the name of each picture. Then write the letter that stands for the sound you hear at the beginning of the word. Repeat the names aloud.



At Home:

Ask your child to name each picture and its beginning letter and sound.

What's New?

Letters to Know



Listen and Read



Big Book



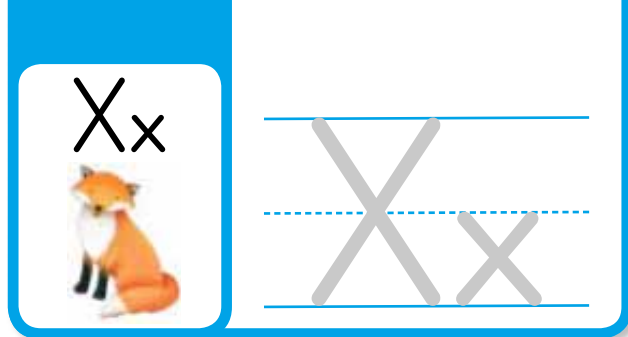
Decodable Reader

Words to Know

has

look





1.



fo x



mi

2.

6

si



o

3.



bo



a

Phonics: /ks/x

Say the name of each picture. Write the letter that stands for the /ks/ sound you hear at the end of each word. Repeat the names aloud.



At Home:

Ask your child to name each picture and its ending letter and sound.

Name _____



little

big



Comprehension: Compare and Contrast *Fish Faces*

Look at each picture. Read each label. Cut out the labels and glue them below the correct fish. Tell how the fish are the same and different.



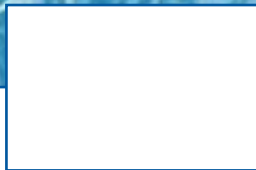
At Home:

Ask your child to read the label that tells about each fish. Talk about how the fish are the same and different.



mad

sad



Comprehension: Compare and Contrast *Fish Faces*

Look at each picture. Read each label. Cut out the labels and glue them below the correct fish. Tell how the fish are the same and different.

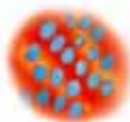


At Home:

Ask your child to read the label that tells about each fish. Talk about how the fish are the same and different.

Name _____



It has  spots.

High-Frequency Words: *has, look*
Read the book aloud to a partner.
Reread for fluency.



Take Home Book:
Ask your child to read
the book aloud to you.

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Look!

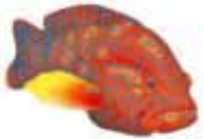


Look at this  fish.



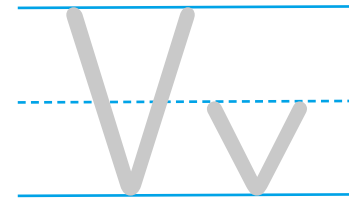
It has big  eyes .



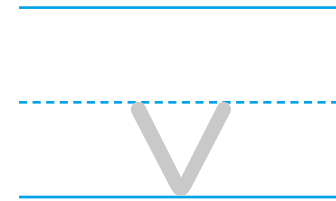
Look at this  fish .

Name _____

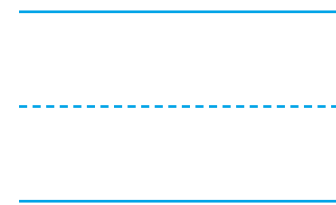
Vv



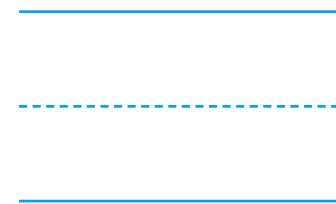
1.



2.



3.



Phonics: /v/v

Say the name of each picture. Circle each picture whose name begins with the same sound as *van*. Write the letter.



At Home:

Ask your child to name each picture on the page that begins with the same sound as *van*.



vet van mix

1.



She is a vet.

2.



This is a .

3.



He can .

Phonics: Blending x, v

Blend the sounds and say the word. Read the sentence.
Write the word that completes the sentence. Read the sentence again.



At Home:

Ask your child to read the sentences aloud.

Name _____



1.



2.



Comprehension: Compare and Contrast

Look at each animal. Circle the two that are the same.
Tell why they are the same.



At Home:

Ask your child to point to the animals that are different and tell you why they are not the same.



1.



2.





Phonics: /ks/x, /v/v

Say the name of each picture. Write the letter x if its name ends with the /ks/ sound. Write the letter v if its name begins with the /v/ sound.



At Home:

Ask your child to name each picture. Then have your child name each letter he or she wrote.

What's New?

Letters to Know



Words to Know

she

he

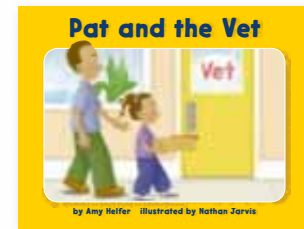
has

look

Listen and Read



Read-Aloud
Trade Book



Decodable Reader





Gg



Gg

Ww



Ww

1.



g



2.



3.



Phonics: /g/g, /w/w

Say the name of each picture. Write the letter that stands for the sound you hear at the beginning of the word. Repeat the names aloud.



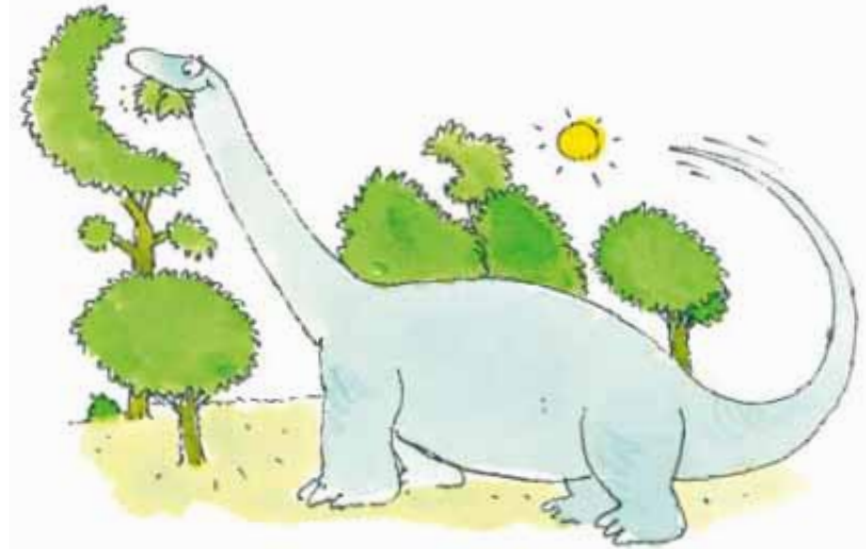
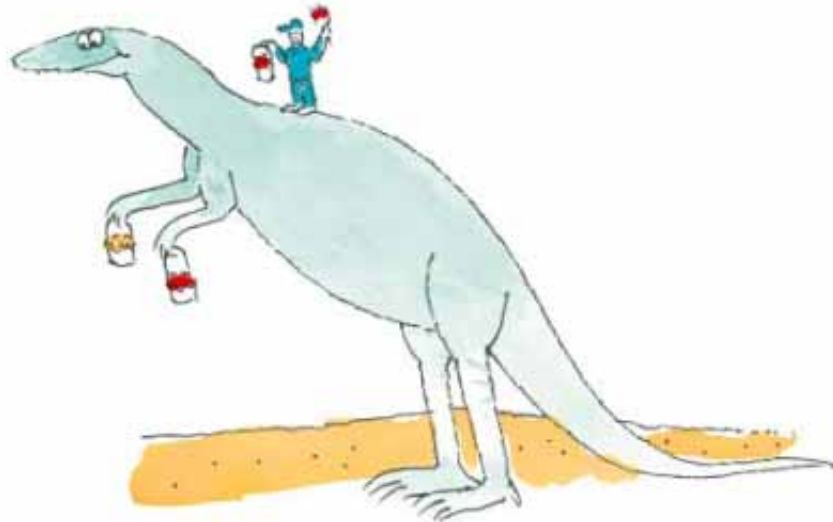
At Home:

Ask your child to name each picture and its beginning letter and sound.

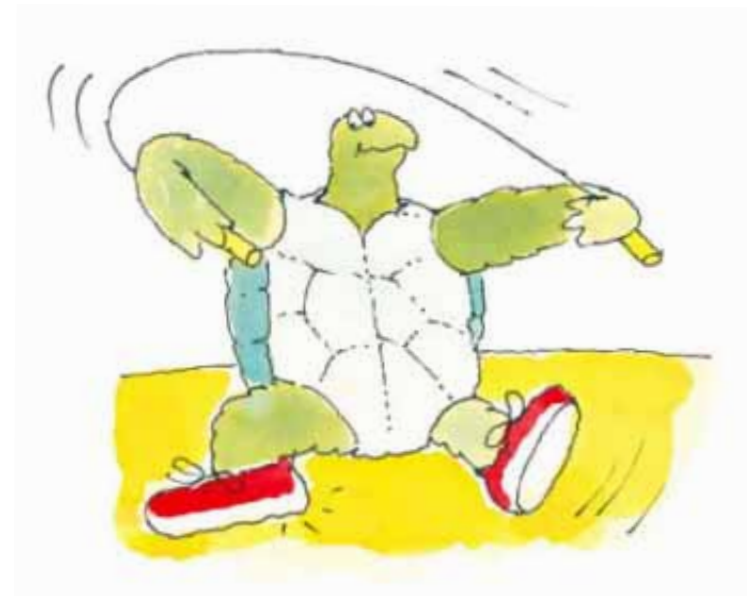
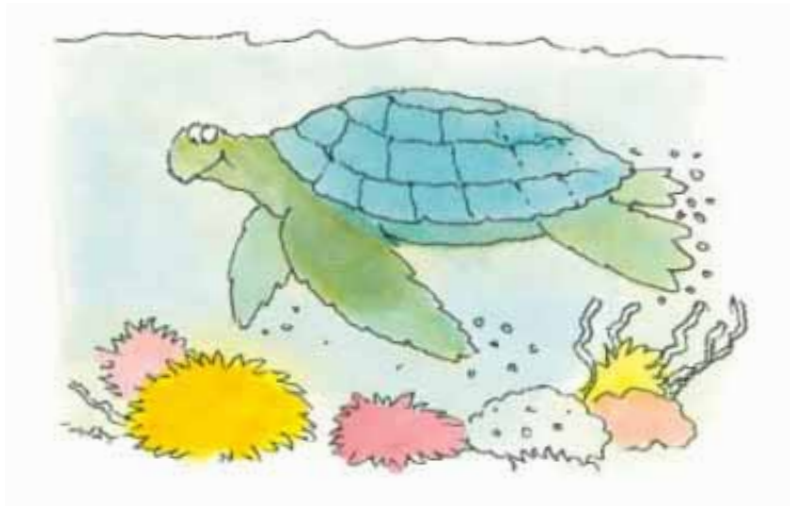
Name _____



1.



2.



Comprehension: Fantasy and Reality

Look at the pictures. Circle the picture that shows something that could have really happened. Draw a line under the picture if it could not have happened.

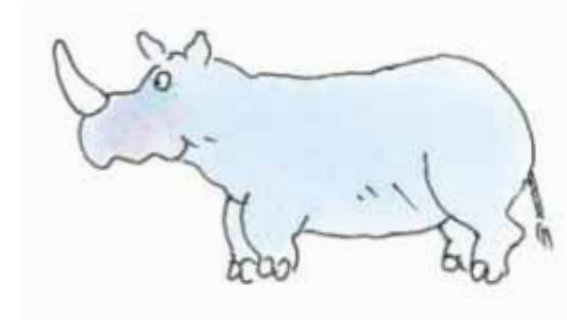
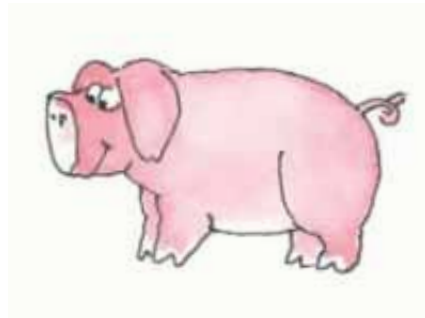


At Home:

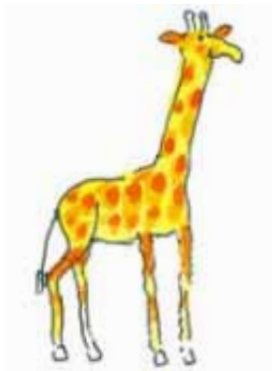
Ask your child to use the story to tell about the things dinosaurs could and could not have really done.



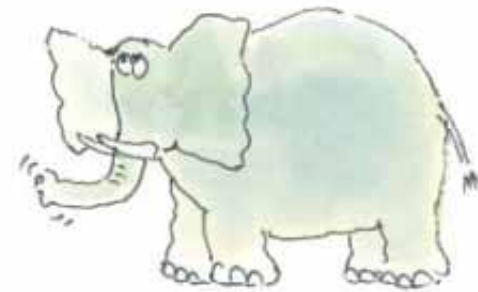
1.



2.



3.



Vocabulary: Opposites

1. Circle the animal that is thin. Draw a line under the animals that are fat.
2. Circle the animal that is short. Draw a line under the animals that are tall.
3. Circle the animal that is big. Draw a line under the animals that are small.



At Home:

Ask your child to name the opposites.

Name _____



Rex has a  towel .

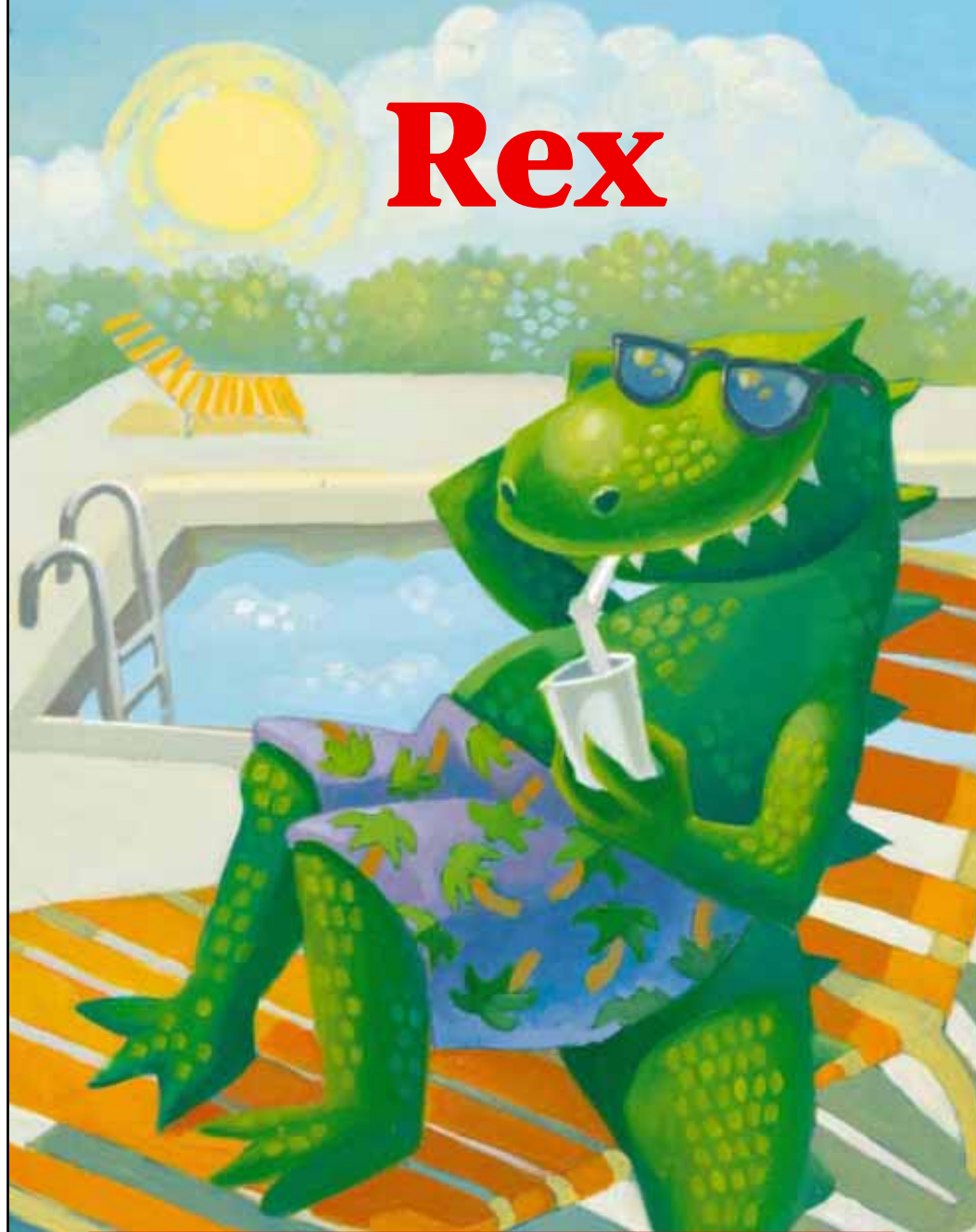
High-Frequency Words: *she, he, has, look*
Read the book aloud to a partner.
Reread for fluency.



Take Home Book:
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the book aloud to you.

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Rex



Look at Rex!



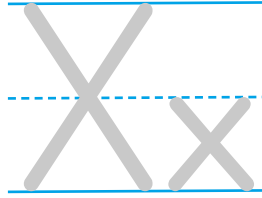
He can  swim.



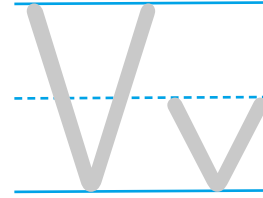
She is wet!

Name _____

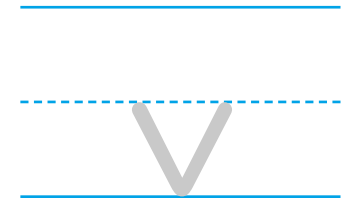
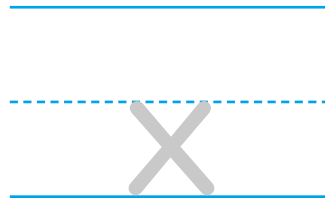
Xx



Vv



1.



2.



6



3.



Phonics: /ks/x, /v/v

Say the name of each picture. Write the letter x if you hear the /ks/ sound at the end of the word. Write the letter v if you hear the /v/ sound at the beginning of the word.



At Home:

Ask your child to name each picture and its ending or beginning letter and sound.



1.



wig
web

wig

2.



six
mix

3.



vet
van

Phonics: Blending g, w, x, v

Look at each picture. Blend the sounds and say each word.
Circle the word that goes with the picture. Write the word.



At Home:

Ask your child to read
each word aloud.

Name _____



1.



2.



3.



Comprehension: Fantasy and Reality

Look at the pictures. Circle the picture that shows something that might really happen. Draw a line under the picture that is make-believe.



At Home:

Ask your child to tell you why each picture is real or make-believe.



Name _____

1.









2.

6









Phonics: /g/g, /w/w, /ks/x, /v/v

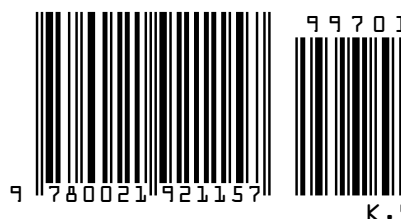
Say the name of each picture. Then write the letter that stands for the sound you hear at the beginning or end of the word. Repeat the names aloud.



At Home:

Ask your child to name each picture and its beginning or ending letter and sound.

ISBN 0-02-192115-6





Draw a picture of yourself doing something
you learned in Kindergarten.



B

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At Home:

Use the cover of the Activity Book to talk about
vocabulary words: *numbers one through ten.*

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9-10: Thomas Taylor. 11-12: Nathan Jarvis. 13: Claudine Gevry. 15-16: Mark Hicks. 17-18: Elizabeth
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What's New?

Letters to Know



Listen and Read



Big Book



Decodable Reader

Words to Know

with

my





Jj



Jj

1.



j



2.



3.



Phonics: /j/

Say the name of each picture. Write the letter that stands for the /j/ sound you hear at the beginning of the word. Repeat the names aloud.



At Home:

Ask your child to name each picture and its beginning letter and sound.

Name _____



Comprehension: Use Illustrations *What Do You Know!*

Look at the picture. Tell what is happening. Circle the animal that is eating a banana. Draw a box around the food that is green. Draw a line under the food that the rabbit might eat.



At Home:

Ask your child to tell you what is happening in the picture.



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Comprehension: Use Illustrations

Look at the picture. Talk about what you see. Circle the item of clothing that has stars on it. Draw a box around the item of clothing that has buttons. Draw a line under the item of clothing that is blue.



At Home:

Ask your child to tell you about the picture.

Name _____



I can play with you!

High-Frequency Words: *with, my*
Read the book aloud to a partner.
Reread for fluency.



Take Home Book:
Ask your child to read
the book aloud to you.

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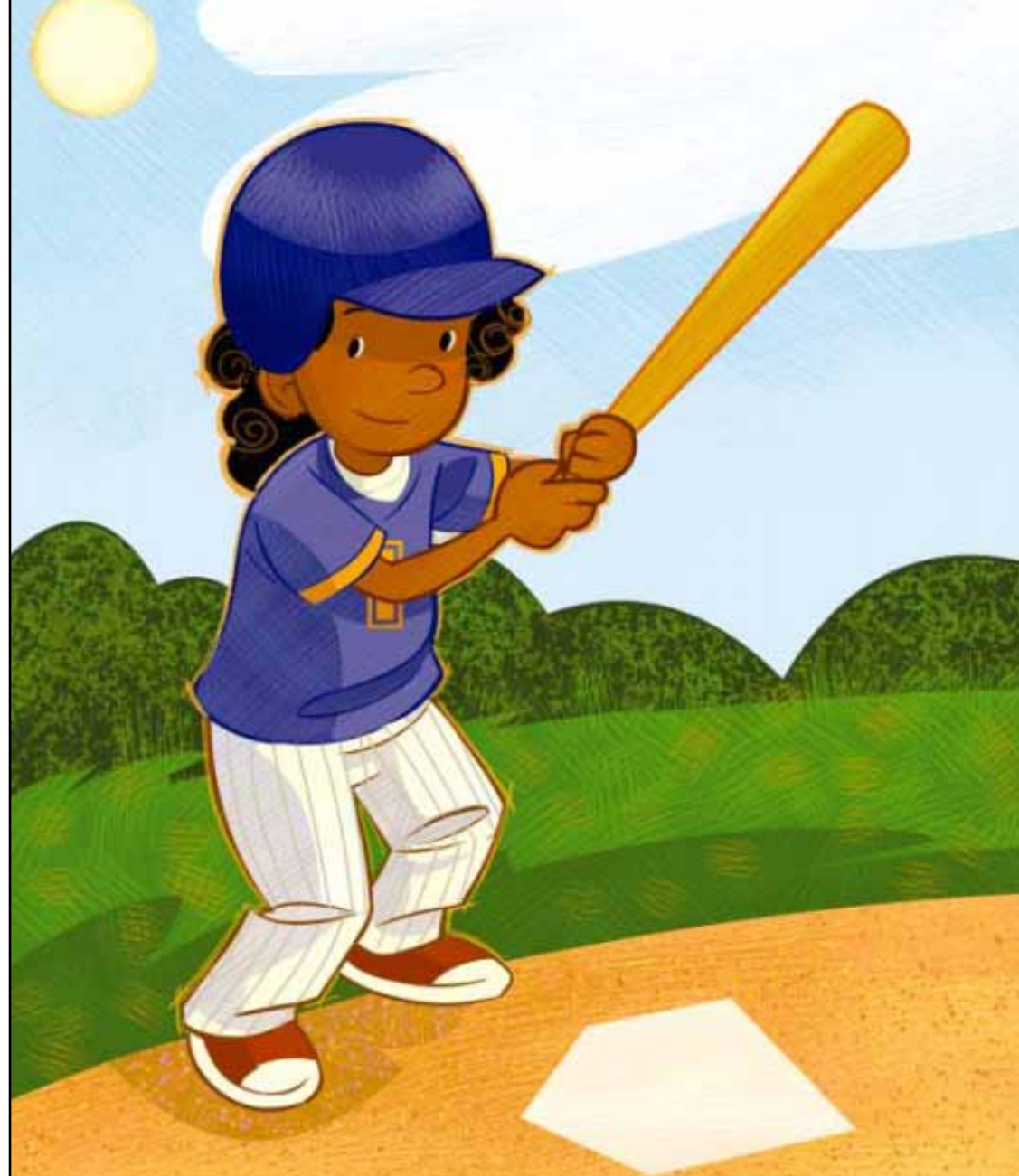
I Can Play



I can play with my top.

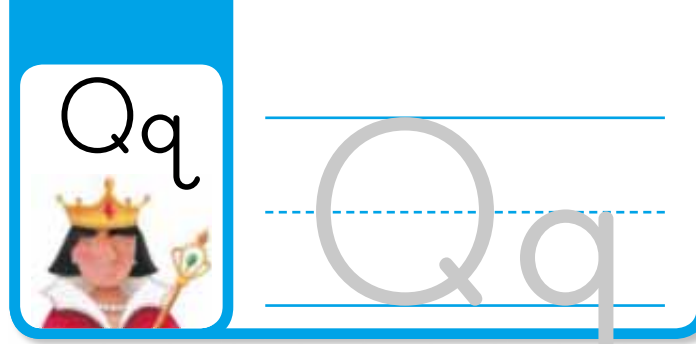


I can play with my fan.



I can play with my bat.

Name _____



1.



qu

?

2.



3.



Phonics: /kw/qu

Say the name of each picture. Write the letters that stand for the /kw/ sound you hear at the beginning of the word. Repeat the names aloud.



At Home:

Ask your child to name each picture and its beginning letters and sound.



quack quick jam

1.



I can quack.

2.



I am _____.

3.



I like _____.

Phonics: Blending qu, j

Blend the sounds and say the word. Read the sentence. Write the word that completes the sentence.



At Home:

Ask your child to read the sentences aloud.

Name _____



Comprehension: Use Illustrations

Look at the picture. Tell what is happening. Circle the animal riding a red bike. Draw a line under the animal wearing a blue T-shirt. Draw a box around the first animal.



At Home:

Ask your child to talk about what is happening in the picture.



1.



2.



Phonics: /j/j, /kw/qu

Say the name of each picture. Then write the letter or letters that stand for the sound you hear at the beginning of the word.



At Home:

Ask your child to name each picture and its beginning letter or letters and sound.

What's New?

Letters to Know



Listen and Read



Big Book



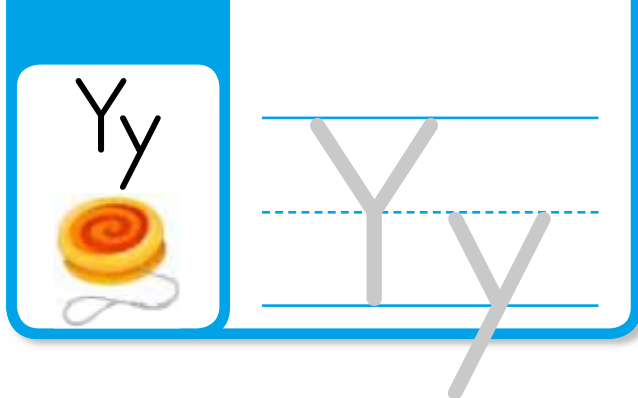
Decodable Reader

Words to Know

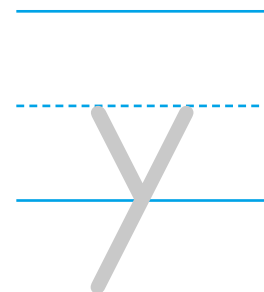
me

where

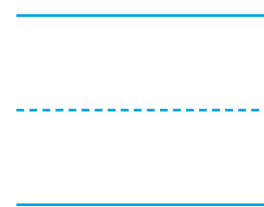




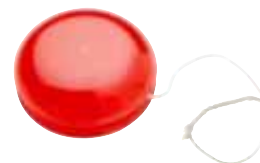
1.



2.



3.



Phonics: /y/y

Say the name of each picture. Circle each picture whose name begins with the same sound as yo-yo. Write the letter.



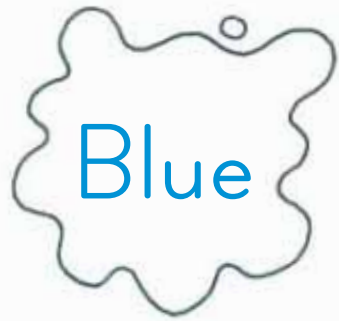
At Home:

Ask your child to name each picture on the page that begins with the same sound as yo-yo.

Name _____



1.



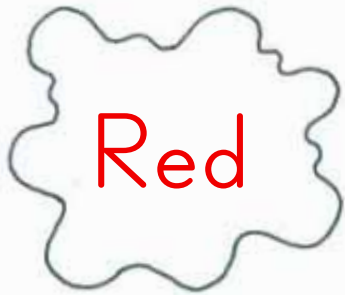
and



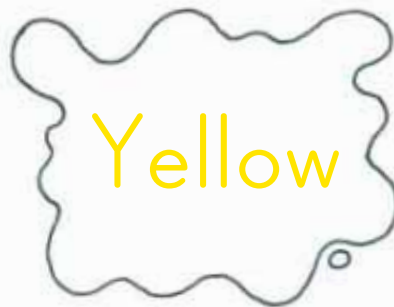
is



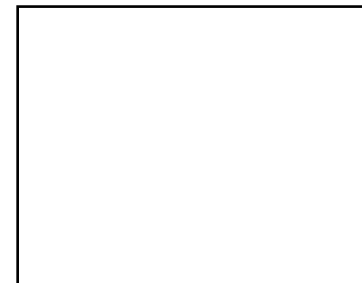
2.



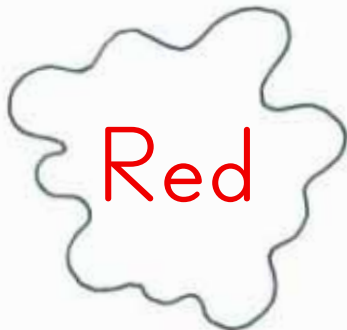
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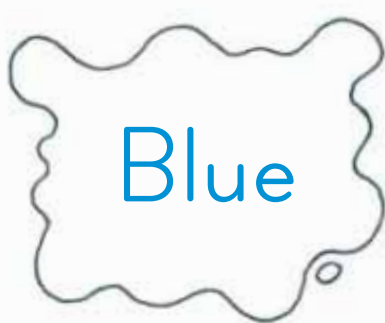
is



3.



and



is



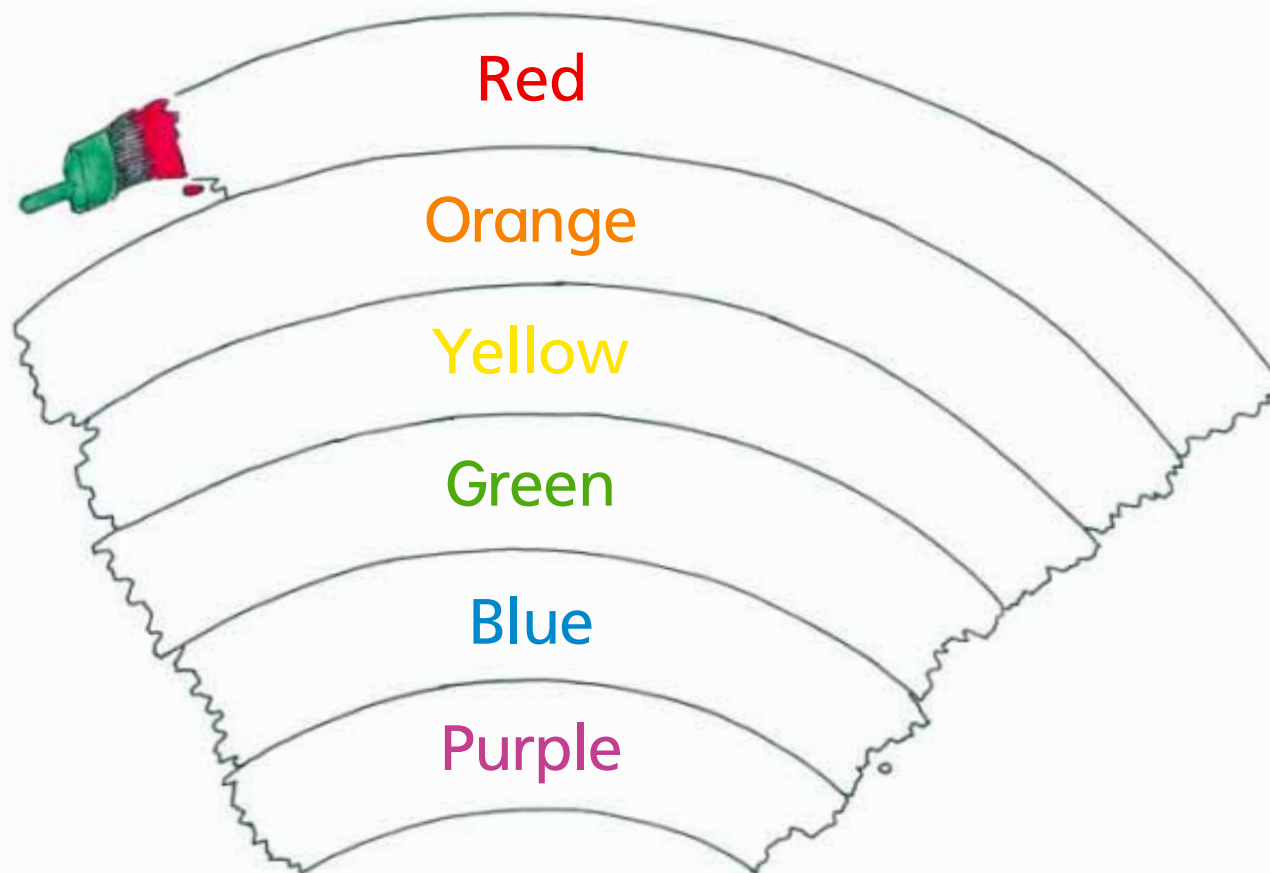
Comprehension: Cause and Effect *Warthogs Paint*

Use crayons to show each color. Cut out the paint cans and glue them to show the correct color each mixture makes. Tell what happens when colors are mixed together.



At Home:

Ask your child to tell you what color each mixture makes.



Green!



Orange!



Purple!

Comprehension: Cause and Effect *Warthogs Paint*

Use red, yellow, and blue crayons to color the rainbow. Tell what colors you mixed to get each color.



At Home:

Ask your child to tell you what colors he or she used to make new colors.

Name _____



He is with me.

High-Frequency Words: *me, where*
Read the book aloud to a partner.
Reread for fluency.



Take Home Book:
Ask your child to read
the book aloud to you.

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Where Is My Pup?



Where is my pup?



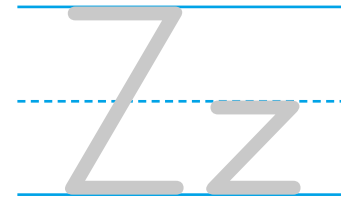
Can you look with me?



Where is he?

Name _____

Zz



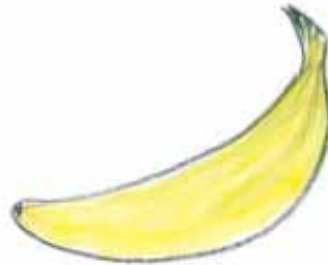
1.



0

z

2.



3.



Phonics: /z/z

Say the name of each picture. Circle each picture whose name begins with the same sound as *zebra*. Write the letter.



At Home:

Ask your child to name each picture on the page that begins with the same sound as *zebra*.



Zeb zip Yes

1.



I am Zeb.

2.



I can _____.

3.



_____, I can!

Phonics: Blending y, z

Blend the sounds and say the word. Read the sentence. Write the word to complete the sentence. Read the sentence again.



At Home:

Ask your child to read the sentences aloud.

Name _____



1.



2.



Comprehension: Cause and Effect

1. Look at the pictures. The man's actions will cause something to happen. Circle what will happen next. 2. Look at the pictures. The girl's actions will cause something to happen. Circle what will happen next.

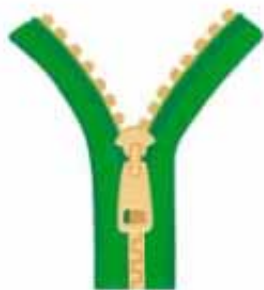


At Home:

Ask your child to tell you what is happening in the pictures.



1.



2.



0





Phonics: /y/y, /z/z

Say the name of each picture. Then write the letter that stands for the sound you hear at the beginning of the word.



At Home:

Ask your child to name each picture and its beginning letter and sound.

What's New?

Letters to Know



Jj



Qq



Yy



Zz



Words to Know

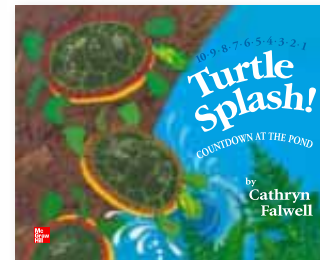
with

my

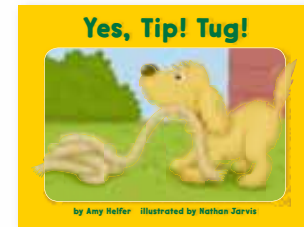
me

where

Listen and Read



Read-Aloud
Trade Book



Decodable Reader





Jj



Jj

Qq



Qq

1.



j



qu

2.



3.

?



Phonics: /j/j, /kw/qu

Say the name of each picture. Then write the letter or letters that stand for the sound you hear at the beginning of the word. Repeat the names aloud.



At Home:

Ask your child to name each picture and its beginning letter or letters and sound.

Name _____



1.



2.



Comprehension: Setting *Turtle Splash!*

1. Look at the pictures. Circle the picture that shows animals in a forest setting.
2. Look at the pictures. Circle the picture that shows turtles in a pond setting.



At Home:

Ask your child to tell you about the setting of each picture.



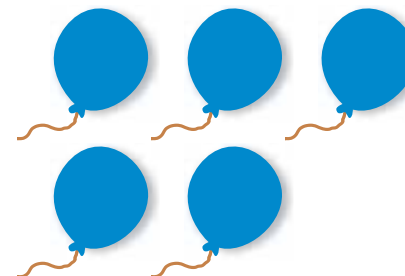
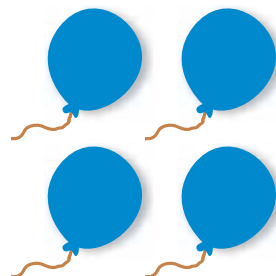
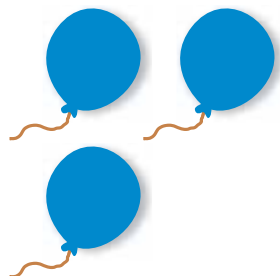
1.

2



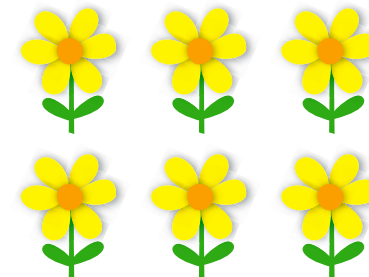
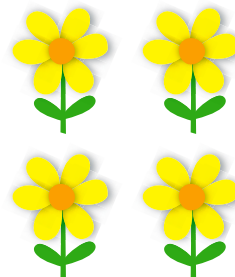
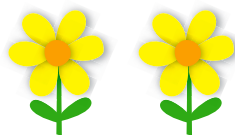
2.

5



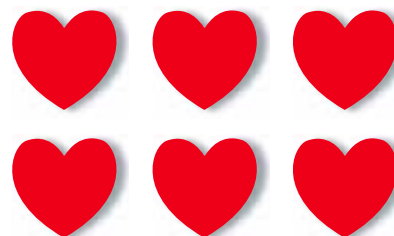
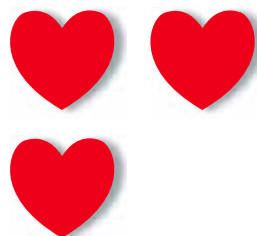
3.

4



4.

3



Vocabulary: Number Words

Read each number. Count each set of objects. Circle the group of objects in each row that shows the number.



At Home:

Ask your child to count each set of objects.

Name _____



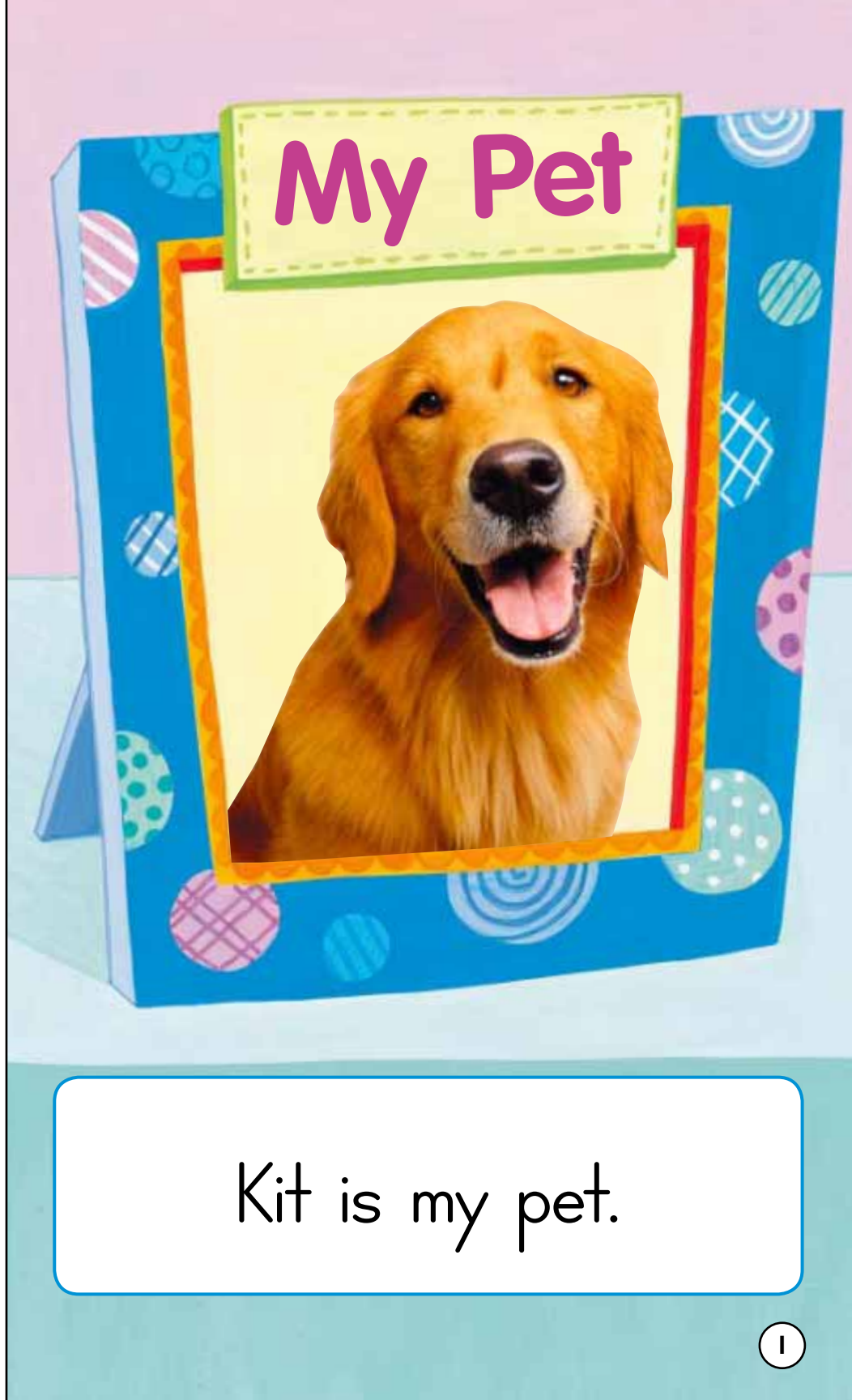
She is here with me!

High-Frequency Words: *with, my, me, where*
Read the book aloud to a partner.
Reread for fluency.



Take Home Book:
Ask your child to read
the book aloud to you.

©Macmillan/McGraw-Hill



Kit is my pet.

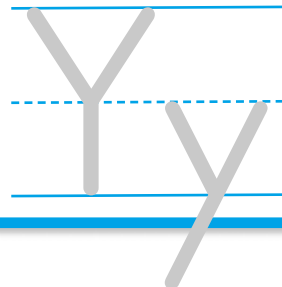
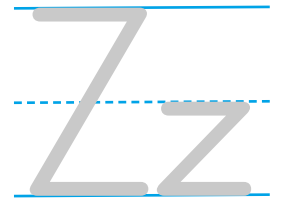


She can play with me.



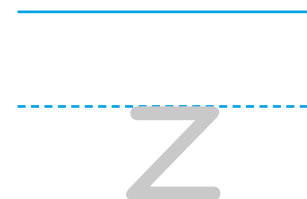
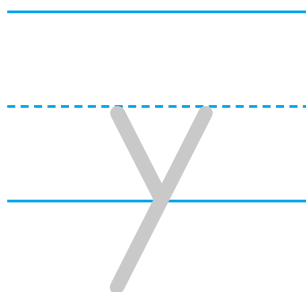
Where is Kit?

Name _____

			
--	--	--	---



1.



2.



3.



Phonics: /y/y, /z/z

Say the name of each picture. Then write the letter that stands for the sound you hear at the beginning of the word. Repeat the names aloud.



At Home:

Ask your child to name each picture and its beginning letter and sound.



run sun bun

1.

run

run



2.

sun



3.

bun



Phonics: Blending *un*

Blend the sounds and say the word. Write the word. Circle the picture that goes with the word.



At Home:

Ask your child to blend the sounds to read each word.

Name _____



1.



2.



Comprehension: Setting

1. Look at the two pictures. Circle the picture that shows ducks at a picnic.
2. Look at the two pictures. Circle the picture that shows animals at an airport.



At Home:

Ask your child to tell you the setting of each picture.

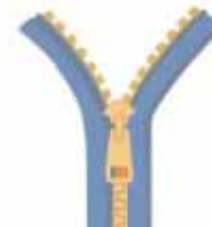


Name _____

1.



2.



Phonics: /j/j, /kw/qu, /y/y, /z/z

Say the name of each picture. Then write the letter or letters that stand for the sound you hear at the beginning of the word. Repeat the names aloud.



At Home:

Ask your child to name each picture and its beginning letter and sound.

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